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ABSTRACT

Information about college preparation programs, opportunities for leadership experiences, funding sources, and resource organizations is presented to help schools develop preparatory programs for youths currently underrepresented in higher education. The following qualities of an effective university and college opportunities (UCO) program are considered: instruction, instructional support, counseling/advising, parental involvement/support, career awareness, district support, and data collection. Youth leadership programs provided by resource organizations and UCO offices are described, and the name, address, and phone numbers of the contact person are identified. Information is included on: federal and state legislation authorizing funding for UCO programs, the UCO network of support/information exchange; Title IV-C programs of the Elementary and Secondary Education Act, and UCO program evaluation concerns. The UCO Network School District Profile and a list of publications and organizations providing information about student financial aid are provided, along with information about mentor programs, the academic boosters club, career awareness programs, financial aid programs, student affirmative action and outreach, and University of California admission requirements.
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University and College Opportunities Handbook



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Preface

In 1974 the California State Legislature recognized that underrepresentation of women and minorities in higher education was a significant problem and passed Assembly Concurrent Resolution (ACR) 151, which requested the preparation of plans "... that will provide for addressing and overcoming, by 1980, ethnic, economic, and sexual underrepresentation in the makeup of the student bodies of institutions of public higher education. ..."

As early as 1978 it became apparent that the goal of ACR 151 would not be met. Recognizing that the problem was one that had to be addressed jointly by institutions of higher education and the public schools, staff from the California State Department of Education organized the University and College Opportunities (UCO) Program.

Article 4 of Senate Bill 968 (1982) permits the use of existing local and categorical funds for the implementation of programs designed to improve the preparation of underrepresented students for successful matriculation into postsecondary education.

The *University and College Opportunities Handbook* was prepared to fulfill the intent of SB 968, Chapter 1298, by providing information to those who influence the educational choices of currently underrepresented students in universities and colleges. To help these students, this publication contains information about the essentials of programs designed for the preparation of students for university and college enrollment, about opportunities for experiences in leadership, about sources of funding, and about organizations that provide support.

Appreciation is extended to Vivian Ford, former Consultant from the University and College Opportunities Program, who developed and compiled this handbook, and to E!fego Jaramillo, Consultant, University and College Opportunities Program, who oversaw this publication's final stages of preparation.

JAMES R. SMITH
*Deputy Superintendent,
Curriculum and Instructional
Leadership*

DAVID W. GORDON
*Associate Superintendent; and Director,
Curriculum and Instruction Division*

ROSE TALLEY-HOLLOWAY
*Manager, University and
College Opportunities Program*

Introduction

The purpose of the *University and College Opportunities Handbook* is to provide a guide to assist schools in developing college preparatory programs for youths who are currently underrepresented in institutions of higher education. The handbook describes what the components of a comprehensive college preparatory program should include and provides concrete examples and suggestions of effective programs. The handbook also contains information about the effects of recently enacted college entrance requirements on the preparation of students in secondary schools.

The handbook is addressed to school site planning groups that typically are responsible for implementing college preparatory programs. The primary audience includes high school administrators, counselors, teachers, subject-area specialists, parents, and aides. An additional audience would be university and college administrators who are responsible for college programs, such as early outreach, student affirmative action, extended services, MESA, Talent Search, and Upward Bound, that are designed to reach students from underrepresented groups. The handbook can be used by an individual or a group to plan an effective college program for students exhibiting academic achievement or potential.

This handbook is organized as a resource guide containing items which may be added to, deleted, or revised to meet particular needs. It is intended to be a practical, "how-to" document. However, not all sections of the handbook are equally applicable to all users. Current research, recent laws and regulations, the expertise of the resource associates, modifications based on evaluations of successful programs, and the fluctuations of the economy, which affect student financial aid, necessitate a flexible format.

This handbook contains discussions about the salient points of the sections listed on the contents page. This document does not cover minute details about every entry; it is hoped, however, that users will incorporate concepts which apply to their particular situations and populations.

Essential Qualities of an Effective University and College Opportunities Program

The objective of the University and College Opportunities (UCO) Program is to assist secondary schools to increase the number of underrepresented students (those from minority, low-income, or disadvantaged backgrounds, and women) to become eligible for, apply to, and enroll in the University of California or other four-year institutions. To accomplish this objective, program planners should work toward the implementation of a comprehensive and effective UCO preparatory program, whose components are the following: instruction, instructional support, counseling and advising, parental involvement and support, career awareness, district support, and data collection. Other areas that concern program planners are funding sources for UCO programs, the UCO network, UCO exemplary programs, and evaluation.

References and appendixes in the last two sections of this publication serve as resources for those who are implementing programs or who are planning a college or university education.

Instruction

According to the *Final Report of the Commission on the Higher Education of Minorities*, "the quality of academic preparation in secondary school is a major factor in the student's academic performance in college and baccalaureate attainment."¹

To provide information about the kind of instruction needed for a student's postsecondary academic preparation, the next section contains information about characteristics of instruction, curricular areas of instruction, and improvement of instruction.

Characteristics of Instruction

- *The instructional program should include a comprehensive program of sufficient size and scope to meet the needs of underrepresented students.*

A recent joint statement of the academic senates of the California Community Colleges, the California State University system, and the University of California stressed that college-preparatory work in English and mathematics is needed to provide students with basic skills in analysis and communication that not only prepare them for additional work in these disciplines but also provide access to other disciplines and preparation for career opportunities.²

¹*Final Report of the Commission on the Higher Education of Minorities*. Los Angeles: Higher Education Research Institute, 1982, p. 19.

²*Statement of Competencies in English and Mathematics Expected of Entering Freshmen*. Prepared by the Academic Senates of the California Community Colleges, the California State University, and the University of California. Sacramento: California State Department of Education, 1982, p. 2.

Quality precollegiate education should have high standards of excellence while at the same time allowing for each student's growth in basic skill areas. The instructional program must be broad and complete enough to give a reasonable promise of substantial progress toward meeting the educational, personal, and/or social needs of targeted college preparatory students.

• *The instructional program should provide a sound curriculum which meets minimum university requirements.*

The academic senates endorse college preparatory programs which include a minimum of four years of English and a minimum of three years of mathematics. They maintain, however, that admission requirements or recommendations which merely prescribe numbers of years of study are not sufficient for defining the minimum preparation in English and mathematics needed by entering college freshmen.

• *The instructional program should describe the student identification and assessment procedures.*

Students think about going to college when they are encouraged to do so. They need to feel that they can succeed in college, and they need guidance in selecting courses that will adequately prepare them. In all divisions of the instructional program, the teaching strategies, materials, and curricula must be responsive to the needs, strengths, interests, and learning styles of students. Provision should be made for extending a student's range of capacity.

Methods and techniques for identifying students should generate information about an individual's potential and needs. Methods should also be designed that enable one to seek and identify those pupils whose extraordinary lack of motivation and self-esteem requires special services and programs.

Curricular Areas of Instruction

In an effective UCO instructional program, courses which prepare students for entrance into a university, college, or a profession are essential as well as courses about current technology. Such courses include, but are not limited to, the following:

- English (reading and writing)
 - Composition
 - Literature
 - Speech
- Mathematics
 - Algebra I and II
 - Geometry
 - Advanced mathematics
 - Trigonometry
 - Analytic geometry and mathematical analysis

- Social Science
 - World history
 - U.S. history
 - Government or civics
 - Economics
- Natural Science
 - (with laboratory sections)
 - Biology
 - Chemistry
 - Physics
- Foreign Language
 - Two years in one foreign language
- Fine Arts
 - Music
 - Art
 - Dance
 - Drama
- Electives, preferably college-preparatory
- Technology-based courses
 - Computer literacy
 - Computer education

Members of the academic senates of the University of California, the California State University Intersegmental Committee, and the California Community Colleges believe that clear communication of the



rigorous academic content of these requisite courses to all junior and senior high school staff can be a significant factor in improving student preparation for successful college and university study. The best high school English preparation a student can have is a comprehensive reading and writing program. Students should read and write a great deal in a great many different kinds of discourse appropriate to their interests and intellectual development.

The academic senates also emphasize that, because mathematics is a highly structured subject in which various concepts and techniques are dependent on each other, the curriculum in high school and college should consist of a sequence of courses. Each has specific topics to be learned, enabling students to build on their skills and understanding of mathematical operations. Students who have not acquired adequate skills and understanding at one course level will find it exceedingly difficult to comprehend the course content at the next.

One of the most important challenges is to find ways to encourage and motivate high school students to complete three to four years of mathematics and science. Recent studies show a drastic drop in student enrollment from first-year algebra to trigonometry and a similar drop from biology to physics, indicating that fewer of the students in grades nine through twelve enroll in courses that prepare them for college or university entrance or a job that requires skills in mathematics or science. (Course requirements for admission to the University of California are listed in Appendix G.)

Improvement of Instruction

Recognizing its role in providing for instructional improvement, the California State Department of Education is currently updating and publishing program planning handbooks which contain information about the depth, breadth, and quality of specific curriculum areas. The following handbooks have been published:

- *Handbook for Planning an Effective Mathematics Program*
- *Handbook for Planning an Effective Reading Program*
- *Handbook for Planning an Effective Writing Program*
- *Science Education for the 1980s*

The handbooks contain descriptions about high-quality programs and give concrete suggestions about the content of the subject and effective teaching methods. District and school personnel find these guides to be helpful when developing and implement-

ing the scope and sequence of specific subject-matter areas. The handbooks are intended to be an extension of existing curriculum frameworks.

Instructional Support

The requirements for instructional support are staff development and adjunct student skills; that is, study and test-taking skills.

Staff Development

According to the *Final Report of the Commission on the Higher Education of Minorities*:

... higher education institutions concerned with the training of elementary and secondary school teachers should develop stronger academic programs designed, among other things, to increase the prospective teacher's awareness of and sensitivity to minority cultures and values.³

Staff development programs clearly must relate to the instructional program for meeting student needs while at the same time increasing staff skills and knowledge. A challenging college preparatory program helps to meet these needs by providing the following:

- Teachers are to set high standards for achievement in their classes and high expectations for students to meet these standards, which reflect the academic requirements of postsecondary education.
- Administrators and teachers are to work with parents to develop the school's standards to a high level, communicate the standards to all parents and students, and assist students to attain these standards.
- Administrators and faculty are to review curriculum periodically and ensure its consistency with college and university expectations.
- Time for regular visitations, interactions, and discussions among college or university and secondary school faculty members is to be provided to ensure full support for a rigorous academic program.
- Administrators and faculty are to ensure that students who have the potential to enroll in a college or university have access to advanced academic counseling and assistance.
- Those students who complete a rigorous academic program and decide to pursue a postsecondary education program are to be given school-wide recognition.
- Staff recognition is to be given through the development of appropriate incentive awards.

³*Final Report of the Commission on the Higher Education of Minorities*. Los Angeles: Higher Education Research Institute, 1982, p. 19.

Another example of a staff development project is the Investment in People Program, which is a cooperative effort between the Governor's Office and the State Department of Education. This program has established regional teacher education and computer (TEC) centers which will help schools (1) put together staff development plans; and (2) meet their staff training needs. The TEC centers are to provide staff development training in all areas of the curriculum, with particular emphasis on activities to improve students' skills in mathematics, science, or the use of computers.

The TEC centers have set up an outreach process which will bring business and industry into an interactive role in staff development efforts. This two-way contact will identify (1) the business and industry resources that can assist in school staff development or other school improvement efforts; (2) the school's needs that these resources can be helpful in meeting; and (3) the results business and industry would like to see from the programs in which they might participate.

Programs from these TEC centers are based on current successful staff development projects, which have been offered in limited areas by school resource centers and professional development and program improvement centers. TEC centers will be absorbing the resources developed in these earlier programs.

Adjunct Student Skills

Students need adequate study skills and test-taking skills to learn subject matter. A mastery of these skills is essential for students to complete their postsecondary education successfully.

Study skills are methods that can help make learning easier. If successfully learned, these skills can become the foundation for students' lifelong achievement patterns. Learning to listen effectively, planning study time, preparing to take examinations, taking clear notes, and keeping up with assignments are a few study habits which an individual can acquire while becoming a better student.

Learning how to minimize disruptions is important to the continuity of learning. Knowing how to manage sufficient time to acquire, extend, and apply the concepts of the curriculum is also crucial to a student's understanding and retention of subject matter. Test-taking skills are especially critical for an individual's success in postsecondary education and/or life's occupation.

Some students need to be made aware of the benefits of group study. Studying in centers where students may work in groups may help some students to overcome their academic weaknesses and achieve success.

Colleges and universities could strengthen their efforts to help underprepared minority students improve

their study habits and develop their basic skills by offering tutoring programs, developmental courses, and academic counseling.

The following references provide information about these kinds of programs:

Arroyo, Sarah G. "Effects of a Multifaceted Study Skills Program on Class Performance of Chicano College Students," *Hispanic Journal of Behavioral Sciences*, Vol. 3 (June, 1981), 161-75.

College Study Skills Workbook. Santa Ana, Calif.: Project SCORE, the Orange County Department of Education, 1980.

Marshaky, David. *Study Skills Program, Level II*. Reston, Va.: National Association of Secondary School Principals, 1979.

Preston, Ralph C., and Morton Botely. *How to Study* (Fourth edition). Chicago: Science Research Associates, 1981.

Counseling and Advising

In addressing the needs of students who are underrepresented on the campuses of higher learning, the staff in the UCO Program found that sensitive, trained, and credentialed high school and college counselors are a valuable asset. The knowledge and competencies necessary for persons who serve in guidance and counseling positions can be established and maintained through preservice and in-service training programs for school staff. The committed counselor frequently makes the difference in the number of stu-



dents from a high school who attend college by helping to increase the number of eligible students enrolling in colleges.

Effective secondary school counselors and teachers encourage students to enroll in college preparatory curricula and to take courses in mathematics, English, foreign languages, natural sciences, and the social sciences, as well as computer education. Effective college counselors also ensure that students know the procedures for applying for admission and for obtaining scholarships.

Counselors who maintain high expectations for excellence know that the quality of a student's academic preparation in the secondary school is a major factor in his or her academic performance in college. Frequent discussions between students and counselors are necessary for providing students with timely information.

According to the Commission on the Higher Education of Minorities, the single most important factor contributing to the severe underrepresentation of minorities is the extremely high rate these students have for leaving secondary schools. The second most important factor is the greater than average rate of leaving undergraduate colleges. High student dropout rates can be lowered measurably through comprehensive guidance programs.

Provisions for Student Counseling in Senate Bill 813

The Hughes-Hart Educational Reform Act of 1983 (Senate Bill 813, Article 7; sections 4831.6 and 4831.7 of the *Education Code*) requires counseling and a review of progress for tenth grade students.

Senate Bill 813 provides for funds to be set aside to ensure that every student, on reaching age sixteen or prior to the end of the tenth grade, will receive a review of academic progress and counseling related to educational options. The funds are available to any district or county office of education that serves tenth grade students and that intends to develop such a program. The amount available to conduct the program is approximately \$20 per student, based on the 1982-83 enrollment.

The focus of Senate Bill 813 is on strengthening academic programs for students in terms of more effective instructional and curricular offerings. This bill also includes provisions for higher graduation standards to ensure that graduates of California's schools will have received an excellent, balanced education, in addition to meeting basic minimum requirements.

The academic counseling portion of Senate Bill 813 is included as a checkpoint for assessing the students' progress toward meeting graduation requirements and

for obtaining a quality education that will broaden the students' educational and career options. By providing for this checkpoint on the progress of students before they reach the end of the tenth grade or when they become sixteen, educators hope that students will be better prepared for the next step after high school, whether it be further education or a job.

Educators also hope that many students who have the ability to achieve higher goals, but whose aspirations are too low, will be actively encouraged to pursue a more rigorous program.

Students who are not progressing satisfactorily toward graduation or who are not motivated toward education and career goals appropriate to their ability should receive priority for counseling.

Alliance with University and College Outreach Personnel

Higher educational institutions concerned with the training of elementary and secondary school teachers should develop strong preservice training programs designed, among other things, to increase the prospective teacher's awareness of and sensitivity to minority cultures and values.

Community colleges should revitalize their transfer function by establishing, as one option, a "transfer-college-within-a-college," wherein all students aspiring to a baccalaureate degree can be brought together and exposed to the same kinds of intensive educational and extracurricular experiences commonly available to students at residential institutions.



Colleges and universities should recruit and hire more minority faculty members, administrators, and student services personnel and make every effort to promote and to grant tenure to minority educators. Institutions should make clear their commitment to the goal of increasing minority enrollments by providing support services (e.g., academic counseling, study groups, and tutorials) and by presenting content about minorities in the curriculum.

Affiliations with Industry, Business, and Community Agencies

Three examples of affiliations with industry, business, and community agencies are presented in this section: Adopt-a-School programs, comprehensive guidance programs, and community learning centers.

Adopt-a-School programs are ambitious attempts to link the business and industrial sector with public schools to meet a mutual goal—to develop an educated, employable work force of young people.⁴ For example, the Clorox Company, the Atlantic Richfield Company, Bendix Corporation, Kaiser Aluminum, the Pacific Gas & Electric Company, and Radio Shack are some of the companies doing business with high school districts in Oakland and Los Angeles. Agreements for financial support for supplies, equipment, staff in-service training, or the development of innovative projects are negotiated between the adopting company and the respective school superintendents. Schools and companies both highly rated the Adopt-a-School program. Students in these programs are exposed to career and vocational enrichment education. Parents report feeling “good about the fact that someone cares and is willing to help.” When the relationship between the school and the company is properly nurtured, a successful partnership between the business and the school will occur.

Comprehensive guidance programs also help to link business and education, enabling students to become more aware of available career opportunities. Students are provided with sequential career education programs and vocational development skills to ease their transition from the classroom to the workaday world. Another means of linking business and education that these programs provide is planned visits to different kinds of businesses, enabling the students to explore various career opportunities. The experience that students gain from career education programs, acquired vocational skills, and on-site visits to the business community can help them make wise career choices.

⁴Sherri Willis, “Adopt-A-School: Tales of Two Cities,” *Thrust*, Vol. 11 (November, 1981), 12–15.

A community learning center is a focal point for the education of the entire community, including students, parents, and other community members. Such centers can be found in public schools and often are called “community schools.” The participation of community members in the development and implementation of school programs enriches the traditional kindergarten through twelfth grade curriculum as the community becomes the classroom. School and community facilities, materials, and other resources are shared and used to their fullest as the school expands its role and encourages community members to participate in extended learning opportunities for the larger community. The partnership between the school and the community increases support for public education and makes the neighborhood school responsive to the needs of its community.

Timely Information

Students are well served when, through the development of their critical thinking skills, they are enabled not only to receive but to handle, sort out, and make sense of the mass of available information.

Guidelines to ensure students’ access to timely information are as follows:

- Copies of the systemwide application forms from the University of California and the California State University system should be available to all graduating high school seniors.
- Information and instructions regarding undergraduate admission should be obtainable, including special and necessary forms, advanced placement examination announcements, student affirmative action information, and the names and addresses of those responsible for educational opportunity programs.
- Listings of scholarship guides and sources and sample forms for obtaining scholarships should be available.
- Explanations of the various types of financial aid (e.g., grants, loans, scholarships, or work-study programs) should be provided at specified and periodic intervals and locations, and deadlines should be posted.
- Continuing contact with parents or guardians of graduating seniors should be maintained.

Available Tutoring

If students are to compete successfully at the post-secondary level, it is necessary to provide programs which will help students develop study skills. An example is a peer tutoring program. Recent research has found that in these programs both tutors and pupils earn rewards and improve in school performance.

Peer tutoring is an individualized instruction program for students whose reading and mathematics skills are below grade level. It is designed to promote the development of a pupil's maximum potential.

A peer tutoring approach works as follows: Peer tutors who are at least two grades ahead of students being helped may use highly structured drill and workbook materials that require little or no explanation and that can be corrected quickly and accurately. The basic technique may be programmed instruction and reinforcement. There should be one teacher and two aides to monitor up to ten pairs of students in an area set aside for tutoring. Teachers keep detailed records and move each pupil at his or her own pace through progressively difficult material. Districts may set aside time during the school day for study groups or study halls without disrupting the regular instruction schedule.

School and District Support for Academic Excellence

Education Code Section 54700 provides a means of implementing the University and College Opportunities Program by allowing the redirection of existing categorical funds. The State Board of Education has endorsed the regulations that support and encourage this program.

Schools wishing to use consolidated program funds for UCO activities should take the following steps:

- Select targeted secondary schools, and use either State Compensatory Education (SCE) or School Improvement Program funds (SIP) to develop a program.
- Include the University and College Opportunities Program descriptions in the present site plan.
- Ensure a clear audit trail of all expenditures.
- Consult with the district and school advisory councils.
- Obtain approval from the school site council for SIP funds.

The following requirements apply to extend the University and College Opportunities Program to schools beyond those currently funded:

- UCO programs must serve first all participating SCE and SIP schools before these programs are expanded to other schools.
- Members of school site councils of schools wishing to contribute to UCO programs at new sites must agree to this use of funds. No more than 25 percent of a school's allocation may be transferred from that school.
- State Compensatory Education funds cannot be used beyond currently funded schools unless dis-

trict and school advisory councils have had an opportunity to review and comment on such a move.

- Those who use Economic Impact Aid (EIA)/ Alternatives, as stated in *California Administrative Code*, Title 5, Section 4503(d); EIA/SCE Schoolwide Project funds; or School Improvement Program funds must follow the instructions on Form A-127D, "District Consolidated Application for Funds for Educational Programs." This form is available from Consolidated Programs Grants Management, 721 Capitol Mall, Sacramento, CA 95814-4785; (916) 322-5205.

Federal, state, and institutional policymakers should increase financial aid for minority students at the graduate and professional levels. In particular, every effort should be made to expand the number of assistantships available to minority graduate students, since this form of aid seems to intensify student involvement in graduate study, promote professional development, and strengthen the bond between the student and the faculty mentor. Also, recognizing that no child should be forced to choose between educational opportunity and cultural identity, policymakers should examine the goals and outcomes associated with current bilingual education practices.

Liaison with Feeder Junior High Schools

Educational institutions should revise their testing and grading procedures to reflect and enhance within each student growth in the noncognitive realm: personal development, interpersonal skills, and self-esteem.

Informed Parents and Community Representatives

Parents may wish to join school and district committees to help provide leadership and organized commitment. Strategies for parental involvement need to be developed. Parents must have the opportunity to participate in establishing programs, in making recommendations about goals and about their children's progress, and in assisting their children to attain stated goals.

Follow-up with Students After Graduation

Surveys measuring the satisfaction of students with their high school preparation are valuable indicators for assessing and improving secondary school program offerings. Current and former students and other direct recipients of secondary school services constitute those surveyed.

Student Visits to Local Institutions of Higher Education

Live-in experiences of a week or more at residence halls or campus dormitories expose students to the various disciplines taught at colleges and universities. Classes, tours, demonstrations, and laboratory settings provide experiential learning and first-hand information to students.

In addition to the guidelines for a comprehensive guidance program previously discussed, the *Secondary Program Review Handbook* contains a description of a high-quality counseling, guidance, or advising program as one in which:

There is evidence that students hold high expectations for themselves, have a realistic picture of their personal strengths and intellectual potential, and generally either know what they want out of school and what to do after high school or are comfortable with their progress in defining their personal, career, and educational goals. Students are enrolled in courses consistent with their goals, strengths, and needs. Advice on personal, social, career, and educational concerns is available to students at times and places most convenient to the student. For each student there is a staff member at the school who is personally familiar with the student's goals, strengths, needs, and educational program and who regularly reviews the student's academic progress and personal and social growth. This staff member regularly and frequently discusses the student's academic progress and personal and social growth with the student and with the student's teachers and parents when necessary. Students



with special needs or potentially serious problems are identified early and receive skilled help before they [the problems] become critical. Students are familiar with how the school operates (e.g., scheduling, registering for classes, availability of learning options, rules, etc.).⁵

For such a program to be developed requires insightful planning, committed implementation, and continuing evaluation at all levels of the school community, including the students themselves. An articulated UCO/secondary school support effort is a high-priority objective of the consolidated application process of the State Department of Education. (See Appendix A for descriptions of two programs which address student motivation, counseling, and advising.)

Parental Involvement and Support

Public schools have always drawn on parental support to augment their programs. The UCO Program is particularly committed to involving parents to help underrepresented students prepare for a postsecondary educational opportunity. The UCO staff is working with groups such as the National Association for the Advancement of Colored People (NAACP), Association of Mexican-American Educators, California Association of Compensatory Educators, and California Association for the Gifted to promote the awareness of parents about financial aid resources, college or university academic requirements, and general coping skills their children need to be prepared for college.

Many parents often do not understand the details regarding college preparation, college admissions, and financial aid applications to the fullest. The college advising process should provide for the orientation of parents and students together. Parents can ensure that realistic academic goals have been set for their children. Parents also can encourage their children to strive for excellence. Moreover, they can monitor their children's school progress.

Meetings scheduled in the evenings at the secondary school site and on the college or university campus can be aimed at discussing parents' roles in helping their children prepare for college, introducing parents to the program, and involving parents in aspects of program planning. Such meetings (1) build strong ties among students, parents, project staff, and teachers that will provide support for the student; (2) build parent interest, concern, and participation in their children's education; (3) increase the value parents place on higher education; and (4) increase parents' expectations of their children. Parent participation is

⁵*Secondary Program Review Handbook*. Sacramento: California State Department of Education, 1981, p. II-69.

crucial for changing student attitudes and for providing support to teachers.

Schools need to demonstrate their commitment to academic excellence by recognizing successful students; encouraging student participation in district, state, and national academic awards programs; and soliciting parental assistance at every opportunity. Parents can be actively involved in supporting students, particularly if they are part of an organized group or club such as an Academic Boosters Club or mentor programs. (See Appendix B for suggestions on how to start an Academic Boosters Club.)

An excellent film for secondary students and parents is *Parents: The Hidden Resources*. This 16 mm. color film is 17 minutes long. It was jointly produced by Clearday Productions in Los Angeles and the University of California at Davis. It is available from the Director of Relations with Schools/EOP Outreach Services, Mrak Hall, Room 11, University of California, Davis, CA 95616.

Career Awareness

According to the American College Testing Program's publication *Career Planning Program*, "a career is like a lifelong journey with many places to go and many directions to take."⁶ To help students begin this journey, educators have designed programs and services that assist students with making realistic career and educational choices. These programs provide leadership training, technical assistance, staff development, and enhancement of student self-esteem. Student leadership programs and organizations are presented more fully in the section entitled "Leadership Development."

To obtain technical assistance, school career and guidance counselors may contact consultants from the UCO unit, who may provide materials, personnel, resources, or ideas to assist students in exploring and retaining their interests in specific career clusters or higher educational choices.

Staff development and in-service training programs enhance students' career awareness because program participants learn to identify and extend those activities and services which the entire school faculty can provide. Students benefit when all teachers are helped to integrate classroom instructional goals with student career and educational planning.

Students' self-esteem and other intrapersonal skills are boosted when students are led to set up realistic educational and vocational plans. For example, a student profile which includes extracurricular activities, out-of-class accomplishments, and realistic interest

inventories helps to bring the present and the future together, giving students a wider awareness of their career possibilities.

Another means of providing career awareness to students is through the career specialist, who can motivate students as well as stimulate their interest in particular careers. This person helps students to make decisions about educational and career plans as well as to correlate their individual interests, experiences, and abilities with the world of work. A career specialist also may assist instructors to infuse career concepts into the regular curriculum of subject-matter areas. A career specialist could be any member of the faculty who is committed to assisting students in locating career information, exploring career options, and implementing career plans.

District Support

There is a continuing process of defining the roles and responsibilities that are necessary to initiate and sustain college preparatory programs. Part of the process requires a description of the district's plan for the participation of appropriate advisory groups, representatives from postsecondary institutions, representatives from private organizations, and whenever feasible, coordinators from Mathematics, Engineering, and Science Achievement (MESA).

The process also requires a definition of district support in the form of policies, procedures, and criteria which may be necessary to create or further enhance an effective working partnership between the school and the district. Schools requesting participation in the UCO network are encouraged to apply through their district representatives, who are aware of the local and categorical funds which may be available.

Data Collection

A critical component of UCO plans is the system for collecting follow-up data about students who participate in the program. A data-collection system can range from gathering information for monitoring the program to studying the effectiveness of the college preparatory program. The data collected should provide answers to (1) how well the program is working (Are more students applying to, enrolling in, and remaining in college?); (2) how well the program is being administered and implemented; and (3) what impact the program is making.

Factual information about the fiscal and programmatic aspects of the program separates the "have-to-know" from the "nice-to-know" data. Successful practices that can be documented as a result of the program's focus also can be replicated. (Appendix F contains a sample data collection form.)

⁶Dale Prediger and others, *Career Planning Program*. Iowa City, Ia.: American College Testing Program, 1974, p. 1.

Leadership Development

In addition to the components discussed in the previous chapter, leadership development can prepare students for college entrance. Youth programs and organizations for outstanding students exist to provide opportunities for the development of leadership skills. Descriptions of these programs appear in this chapter.

Another way to help students develop leadership skills is to involve them in as many State Department of Education-sponsored activities as possible. By attending such seminars or conferences, students can learn about school finances, the importance of participation in school activities, and ways to ensure successful completion of a college program.

The UCO staff has initiated a new component to link its services with programs which provide learning and leadership opportunities for secondary school students. The goal of this effort is to encourage more schools, especially those with high minority student enrollments, to select students to participate in these programs and to establish school leadership activities.

These programs and organizations provide excellent developmental experiences in the school setting, in the community, and at the regional, state, and national levels. Students are offered opportunities to sharpen their learning skills, gain community recognition, and expand their life's experience.

Within the State Department of Education, the UCO office is responsible for assisting in the coordination and dissemination of information about these programs and organizations, some of which are described in the paragraphs that follow.

Afro-Academic, Cultural, Technological, and Scientific Olympics Program

The Afro-Academic, Cultural, Technological, and Scientific Olympics (ACT-SO) Program is a local, state, and national program of recognition and honor for black students achieving in one or more of several areas. Since 1976 the National Association for the Advancement of Colored People (NAACP) has sponsored this program. In 1980, \$45,000 was awarded to 60 winners.

For detailed information one may contact the local NAACP chapter by January of each year to ensure participation of the local school and students, or one may write or telephone the following:

Virna Canson, Regional Director
NAACP
1975 Sutter Street, Suite 1
San Francisco, CA 94115
(415) 931-3243

Carl Henley, Regional Youth Director
NAACP
2907 W. Vernon Avenue
Los Angeles, CA 90008
(213) 876-2552

American Field Service

American Field Service (AFS) is a student exchange program between U.S. schools and communities and other nations for a full school year or summer for students aged sixteen to eighteen.

Early in the fall one should contact either the local school committee or club or the following:

American Field Service
International Scholarships
Americans Abroad Department
313 E. 43rd Street
New York, NY 10017
(212) 661-4550

Ann Hayson-Griffith, ext. 287 or
Louis Davison, ext. 286

Boys' Nation

Boys' Nation enables students to learn about government at the federal level. Two outstanding representatives from California's Boys' State are elected as senators to participate in national political and governmental simulated activities and roles sponsored by Boys' Nation in Washington, D.C., each July. Participants are chosen by peers and counselors. The event is sponsored and administered by the American Legion.

The person to get in touch with is:

Richard Schick, Chairman
Boys' State Commission
8876 Zencaro Avenue
San Diego, CA 92123
(714) 277-8672

Boys' State

A practical simulation of city, county, and state governmental operation, including campaigns, elections, responsibilities, roles, and so forth, takes place at California State University, Sacramento, in mid-June. The event is open to 900 high school juniors. The program is sponsored and administered by the California Department of the American Legion. Those who are interested must apply to the local American Legion post prior to March 30.

The person to contact is as follows:

Richard Schick, Chairman
Boys' State Commission
8876 Zencaro Avenue
San Diego, CA 92123
(714) 277-8672

California Association of Directors of Activities

The California Association of Directors of Activities (CADA) is a voluntary organization representing a majority of directors of student activities at public and private junior and senior high schools. Regional and state leadership seminars and workshops are provided for students, advisers, and directors during the school year. Week-long youth spirit camps are conducted during the summer months.

One may write or telephone:

Harry Bettencourt, CADA Secretary
Fremont High School
1279 Sunnyvale-Saratoga Road
Sunnyvale, CA 94087
(619) 372-4477

California Association of Student Councils

The California Association of Student Councils (CASC) is a voluntary student organization that has members representing public and private junior and senior high schools. Leadership activities include regional and state cabinets conducting association business, week-long summer leadership camps, and the California Conference on Politics and Leadership (CCPL). The Student Advisory Board on Education (SABE) makes proposals to the State Board of Education. The CASC student lobbyist works with the State Legislature. Other programs, year-round activities, and training also are provided.

The person to get in touch with is:

June Thompson, Executive Director
California Association of Student Councils
40 Deerpath Drive
Portola Valley, CA 94025
(415) 851-3247

The California Civitan Classroom

The California Civitan Classroom is conducted each year for a week in the middle of August at the California State University, Sacramento, and at the State Capitol. One hundred incoming high school seniors have the opportunity to discuss federal, state, and local government with many Sacramento-based officials. They also discuss the problems of free enterprise with outstanding business persons. Many Civitan clubs conduct speech contests to qualify local participants. Winners are notified before June 1.

One may contact the local Civitan Club or:

Denise Ruhlow, Secretary/Treasurer
California District-Civitan International
1809 Peyton Avenue, Unit 101
Burbank, CA 91504
(213) 843-6950
(213) 847-9848

California Conference on Politics and Leadership

See the entry under the California Association of Student Councils.

California YMCA Model Legislature and Court

In September of each year, approximately 1,500 high school youths representing 75 YMCA delegations begin the five-month process of learning about state government, developing a legislative bill, and raising funds for participation. The delegations join together in electing youth officers at district election conferences. They also attend a three-day training conference in San Luis Obispo held prior to the actual five-day model legislature and court experience in Sacramento in February. This event is limited to 900 delegates. Facilities of the California State Capitol and Supreme Court building are made available.

One may contact the school principal, the local YMCA directors, or the person listed as follows:

Bud Sheble, Director
California YMCA Model Legislature
and Model Court
Pacific Region YMCA
1111 Chess Drive
Foster City, CA 94404
(415) 574-2003

Career Awareness Program

The Career Awareness Program is offered by the Home Savings and Loan Association and acquaints seniors who have a 3.0 or higher grade point average with the business and professional workaday world. Participating students receive credit for attending classes and are candidates for placement in summer jobs. A \$4,000 scholarship is awarded to one student per school each year.

For further information, one may contact the local Home Savings and Loan Association branch or the organization listed as follows:

Robert L. Benson III, Assistant Vice-President
Community Outreach Department (North)
Home Savings and Loan Association
250 East 18th Street
Oakland, CA 94606
(415) 463-3400

John H. Holoman, Senior Vice-President
Community Outreach Department (South)
Home Savings and Loan Association
3731 Wilshire Boulevard
Los Angeles, CA 90010
(213) 385-1900

Century III Leaders Program

This is a national program for seniors providing two California students with \$1,500 scholarships each and the opportunity to attend the National Century III Leaders Conference in March of each year at Williamsburg, Virginia. Funded and administered since 1976 by the National Association of Secondary School Principals (NASSP) with funding from the Shell Oil Company, this program begins in early September with an application deadline of mid-October at the local school. After the school winner has been determined by the selection committee, state competition takes place in December.

One may contact the local high school principal or the person listed as follows:

Terry Giroux, Director
Student Activities
National Association of Secondary
School Principals
1904 Association Drive
Reston, VA 22091
(703) 860-0220

Chicano Youth Leadership Conference

This program for Hispanic sophomores and juniors provides a week's opportunity for them to visit the State Capitol and observe the legislative process. Students participate in workshops and explore ways to serve their communities through developing leadership skills and knowledge of education and government. The first conference, held in June, 1982, was sponsored in part by the Association of Mexican-American Educators (AMAE), the University and College Opportunities Program of the California State Department of Education, and the Chicano Capitol staff.

One may contact the local high school principal, the local AMAE chapter, or the person listed as follows:

Elfego Jaramillo, Consultant
University and College Opportunities Program
California State Department of Education
721 Capitol Mall
Sacramento, CA 94814
(916) 322-5960

Close-up

This program, based in Washington, D.C., provides an excellent week-long experience in national government at the nation's capital. It is based on the community network concept, with all public, private, and parochial schools in a given community encouraged to participate in the whole effort. Financial assistance is provided by local business and industry. In 1982,

1,900 U.S. schools were involved, along with 14,000 students and educators.

For assistance in establishing such a program in your community, contact:

Steve Janger, President
Close-up Foundation
1235 Jefferson Davis Highway
Arlington, VA 22202
(703) 892-5400

Conferences and Seminars

The UCO office hosted more than 600 junior and senior high school students at minisessions of State Department of Education-sponsored seminars and conferences in 1982. Three minisessions, "Dollars for Scholars," "How to Make Your Schools Really Go," and "Taking Care of Business," were presented. Each of the sessions was unique and informational.

"Dollars for Scholars" provides students with practical financial information and advice. Administrators from the financial aid offices of local colleges and universities address the students, hand out information, and answer questions. The various kinds of financial aid which may be available are discussed.

"How to Make Your School Really Go" is the motivational session. Cheerleading teams attend as well as students holding leadership positions in youth organizations. The discussions focus on the importance of student participation in school activities, both for the students' own benefits and to serve as guidelines for the admissions officers who select the entering freshmen for their institutions.

"Taking Care of Business," the most interesting session of the seminar, includes discussions about how students can prepare during high school for success at the university, meet application deadlines, develop time management skills, use counselors' knowledge, manage their finances, contact professors, and the like.

Students from nearby colleges and universities relate their experiences about participation in campus activities; tell how to keep (or not) an active social life on campus; and discuss whether to live at home, on campus, or in a private apartment. These students tell how minor differences in these areas affect their study habits and class preparation. They discuss how to make use of support systems and available resources while they are in college.

Girls' Nation

Two outstanding juniors are elected during the California's Girls' State conference to represent this state at Washington, D.C., in July of each year. There they

participate in national political and governmental simulated activities and roles sponsored by Girls' Nation. They are chosen by their peers and counselors. The program is funded and administered by the American Legion Auxiliary.

One may contact:

Anita Rattan, Director
The American Legion Auxiliary
Girls' State
1540 New York Drive
Altadena, CA 91001
(213) 681-5487

Girls' State

Girls' State is a one-week hands-on, practical simulation of governmental operations at all levels in California. This event involves about 540 juniors who are chosen by the local American Legion Auxiliary units in February and March. The program, which is based on leadership ability, proven accomplishment, and scholarship, is held the last week in June on the California State University, Sacramento, campus.

One may obtain information and apply at the office of the local high school principal, or one may contact:

Anita Rattan, Director
The American Legion Auxiliary
Girls' State
1540 New York Drive
Altadena, CA 91001
(213) 681-5487

Hugh O'Brian Youth Foundation Leadership

The Hugh O'Brian Youth (HOBY) Foundation Leadership Seminars program is for high school sophomores only. One student represents each school at a two-and-one-half-day seminar on "America's Incentive System." The Northern California Seminar is held in early April, and the Southern California Seminar is held in early May. Two participants are chosen to attend the International Leadership Seminar in August.

In October of each year, one should contact the school principal or activity director or:

Martin McCarthy, Executive Director
The Hugh O'Brian Youth Foundation
10880 Wilshire Blvd., Suite 1500
Los Angeles, CA 90024
(213) 474-4370

Junior State of America

For almost 50 years the Junior State of America (JSA), a student-run organization, has encouraged political awareness and involvement among high

school students. More than 100 schools sponsor JSA chapters for students interested in government and contemporary issues. Local student debates and speakers' programs prepare the youngsters for the many state-wide conferences, conventions, symposia, and summer schools in Washington, D.C., and at the University of California at Davis.

For further information, one may contact either the local school chapter or:

Richard Prosser, Executive Director
Junior State of America Headquarters
190 California Avenue
Palo Alto, CA 94306
(415) 327-2131
(213) 994-0973

National High School Oratorical Contest

This contest is an opportunity for students to compete on local, regional, sectional, and national levels for scholarship awards from \$500 to \$16,000. The purpose of this contest is to develop students' deeper knowledge and appreciation of the U.S. Constitution. Training students for leadership, developing their abilities to think and speak clearly and intelligently, and preparing them for the acceptance of duties, responsibilities, rights, and privileges of citizenship are additional objectives of the program. Contestants from grades nine through twelve compete in December and January.

One may contact the local American Legion post or:

The American Legion
Department of California
117 Veterans War Memorial Building
San Francisco, CA 94102

A Presidential Classroom for Young Americans

This program has provided a concentrated study about the U.S. government to more than 25,000 selected juniors and seniors since 1968 through personal contact with national leaders and institutions. As an enriching educational and personal experience, this program seeks to create (1) an awareness of the problems of modern democratic government; (2) a greater understanding of American legislative, executive, and judicial processes; and (3) an appreciation of the political relationships and influences that shape our system of government. Any number of students may attend from a school. Eight one-week classrooms are held in Washington, D.C., each year from January through July.

One may contact the local principal or activity director or write or telephone:

Angie B. Whittaker, Executive Director
A Presidential Classroom for Young Americans
P.O. Box 19084
Washington, DC 20036
(202) 638-2234
(703) 527-8988

United States Senate Youth Program

This program was created by Senate resolution in 1962 because of the continuing need for intelligent understanding of our political processes and the functions of our government by our citizens. Recognizing that a democracy depends on alert, talented, and rigorous competition for political leadership, leaders of this program bring two juniors or seniors from each state to the nation's capital in January. The week's intensive schedule includes meetings and briefings with senators, cabinet members, representatives from the Department of State, the Department of Defense, and the Supreme Court. Participants receive greetings from the President and Vice-President of the United States. The students, who have been elected by student body officers, work as interns for one day in their senator's office. Each winner receives a \$2,000 scholarship. The William Randolph Hearst Foundation provides funds for this program.

Program application packets are sent out early in September to school principals or activity directors. Each school may submit one nominee to the State Department of Education about October 10. The regional semifinalist screening is accomplished by teams provided by the California Association of Student Councils (CASC). The State Selection Committee and the Superintendent of Public Instruction select the finalists. The two winners are announced jointly by the two U.S. senators from California and the representatives from the Hearst Foundation early in December.

For more information, one may get in touch with the following:

Elfego E. Jaramillo
U.S. Senate Youth Program (California)
University and College Opportunities Program
State Department of Education
721 Capitol Mall
Sacramento, CA 95814-4785
(916) 322-5960

Funding Sources for UCO Programs

Senate Bill 968, Chapter 1298 (1982), established the University and College Opportunities Program, and it permits school districts to use local and categorical funds for the implementation of programs designed to improve the preparation of underrepresented students for college-level or university-level instruction.

Existing district and school plans may describe projects which focus on the improvement of students' academic achievement in mathematics, science, and English. Program descriptions also should include instructional support to students through academic advising, college and career counseling, establishment of tutorial and study groups, summer programs for academic enrichment, and appropriate student and staff awards. Districts are encouraged to coordinate existing resources, networks, and revenues.

Through the consolidated application process of the California State Department of Education, districts may use several sources of funds to plan and implement academic programs that enable students to enter postsecondary institutions:

- Federal funding—Education Consolidation Improvement Act, Chapter 1, Part C
- Federal funding—Education Consolidated Improvement Act, Chapter 1, Schoolwide Project
- Federal funding—Education Consolidated Improvement Act, Chapter 2, Block Grant
- State funding—Assembly Bill 65, Chapter 894, (1977) School Improvement Program
- State funding—Assembly Bill 777, Article 3, (1981) School-Based Coordinated Program
- State funding—Economic Impact Aid, Alternative Projects
- State funding—Economic Impact Aid, Schoolwide Project

Allowable expenditures from these sources might include the acquisition of equipment and instructional materials to enrich English, mathematics, and science curricula; the organization and operation of college and university information centers; the joint staff development of high school and postsecondary faculty; or the use of counseling and guidance personnel. These funds may be used to supplement locally available funds for participating students. Projects utilizing these funding sources are to be designed and implemented in consultation with the parents and teachers of participating students.

Staff members from various units of the State Department of Education will assist those who are applying for these funds or who are implementing programs using these funds. For detailed information and assistance, one may call the following:

- University and College Opportunities Unit—(916) 445-8150

The Education Consolidation and Improvement Act

The Education Consolidation and Improvement Act contains three parts: Chapter 1, Part C, which provides help for all students from low-income families served by the school district; Chapter 1, Schoolwide Project, which enables all students attending a school to participate in the program; and Chapter 2 legislation, which consolidates a number of federal educational programs.

Education Consolidation and Improvement Act, Chapter 1, Part C

The Congress of the United States recognized that federal appropriations of Education Consolidation and Improvement Act (ECIA), Chapter 1, funds would generally not be sufficient to serve all educationally deprived children in a school district. To prevent dilution of Chapter 1 funds, Congress enacted legislation to concentrate these limited resources on educationally deprived children in greatest need of assistance residing in areas having the highest concentrations of children from low-income families.

ECIA, Chapter 1, Part C, legislation allows the development of a program or project to utilize part of the available funding for services which provide significant help for *all* students from low-income families served by the school district. The district will have to determine *which* children are eligible. No more than 49 percent of this funding may be used to serve such students. Stated another way, the funding level for Part C must be less than the combined amount used for Part A and Part B.

Education Consolidation and Improvement Act, Chapter 1, Schoolwide Project

A schoolwide project is one in which all the students attending the school may participate in the program. When such a project is established, districts can be exempted from the usual student identification and funding issues that otherwise apply. Schoolwide programs are to be designed for implementation in schools in which the concentration of children from low-income families exceeds 75 percent of the student body.

Education Consolidation and Improvement Act, Chapter 2

The purpose of ECIA, Chapter 2, legislation is to consolidate a number of federal educational pro-

grams. Funding sources from these several programs can be used together to form a block grant program. Whatever money Congress appropriates for the block grant is given to the states on a school population basis. These funds are to be used for the development of projects to improve educational practices which address the special needs of educationally deprived or gifted and talented students.

Money for implementing Chapter 2 became available on July 1, 1982. An allowable expenditure could include special programs for students who give evidence of high performance in the areas of intellectual, creative, artistic, and leadership capacities or in specific academic fields.

Assembly Bill 65—School Improvement Program

Assembly Bill 65, Chapter 894 (1977), contains legislative direction and funding for districts having students with special needs, as well as provisions for the systematic improvement of kindergarten through twelfth grade education, for every child to receive an educational program responsive to his or her unique interests, talents, and needs.

For secondary students these provisions open the possibility of programs offering career guidance, a variety of learning options, off-campus study provisions, and the waiver of seat time.

The improvement efforts under this legislation are to be initiated by selected school sites in participating districts, with the involvement of school staff, parents, secondary students, and other members of a school site council.

Assembly Bill 65 also includes funding for implementation of locally developed staff development programs and teacher resource centers.

Assembly Bill 777, Article 3, School-Based Coordinated Program

Article 3 of the School-Based Program Coordination Act of 1981 (Education Code sections 52850—52861) permits a school, with the approval of its local governing board, to coordinate the resources from 11 identified funding sources. In doing so, the school is relieved of all or some of the requirements of the statutes that provide the resources. Under this Act schools have greater flexibility in the use of special purpose funds so that individual student needs may be met within a comprehensive program.

Article 3 of the School-Based Program Coordination Act applies to schools that receive funds from one or more of the following:

- Career Guidance Centers
- Classroom Instruction
- Conservation Education
- Economic Impact Aid/State Compensatory Education
- Gifted and Talented Education
- Miller-Unruh Reading Specialists
- New Careers
- School Improvement
- School Staff Development Programs
- Special Education

At the district level the governing board decides whether the schools in its district will be allowed to apply to participate in school-based coordinated categorical programs pursuant to Article 3. At the school level each school site council decides whether it wishes to apply. If application is made by a school, the application should be submitted to the school district, which will forward the application to the State Department of Education for review and approval.

Economic Impact Aid — Alternative Projects

In 1978 the State Board of Education demonstrated its concern that students from economically disadvantaged backgrounds become eligible for university and college entrance. The Board adopted *California Administrative Code, Title 5, Education, Section 4503*, under the Economic Impact Aid (EIA) statute. Section 4503 includes the following provision to assist these students:

(d) In schools with more than 50 percent of their students from low income families (determined in accordance with Section 4412), students who do not meet the objective criterion established by the district pursuant to sections 4414 and 4415, but who test below the 90th percentile (as established through the use of the appropriate test instruments pursuant to Section 4414) may be eligible to receive excess cost services in order that they may be assisted in reaching their full potential.

Alternative Projects

A portion of the district's EIA allocation may be regarded as EIA alternative funds for the purpose of providing supplementary services to students ranking below the 90th percentile. (Economic Impact Aid—State Compensatory Education funds provide for students below the 50th percentile.) Because there are a number of schools in low-income areas with high pro-

portions of underrepresented students, EIA alternative funds can contribute importantly to the preparation of these students for university and college entrance.

The school advisory committee approves and the district advisory committee receives proposals utilizing EIA alternative funding.

Economic Impact Aid — Schoolwide Project

The California Legislature, as a part of EIA funding, has provided authority for the establishment of schoolwide projects which are designed for implementation in schools where the concentration of educationally disadvantaged children exceeds 75 percent. These schoolwide projects allow for the development of an educational plan of sufficient size, scope, and quality to meet the needs of all students at an eligible school.

At the district level approval of the educational plan by appropriate committees and councils is necessary for the creation of schoolwide projects.



The UCO Network

The University and College Opportunities (UCO) network is an interrelated system of support and information exchange among the California State Department of Education's UCO office, public secondary schools, and interested college and university administrators who are committed to meeting the academic and personal needs of students from underrepresented groups who exhibit the potential to succeed in postsecondary education. The network operates by an information-sharing process highlighting special events and newly available resources, including a series of UCO Program handouts and fact sheets.

A special emphasis of the network is to facilitate communication between high schools and their neighboring colleges and universities. Through joint planning efforts secondary schools are able to take advantage of existing outreach services offered by most postsecondary institutions.

Commitment

Schools that become a part of the UCO network are entitled to certain and particular support from the UCO office. Likewise, there are certain expectations of the school. A list of these commitments appears on the chart on page 20.

The Network Council

The Network Council is made up of members who assist secondary schools in college advisement, counselor services, and instructional strategies designed to increase the number of underrepresented students eligible for university admission. Network Council members are individuals currently implementing highly successful programs designed to promote student academic excellence and readiness for transition into a college or university program. A council member utilizes his or her skills in providing consultant services to schools within the network.

Currently, there are approximately 30 such persons whose names and information for reaching them are available from the UCO office. Schools desiring assistance are encouraged to use the services of these individuals.

The Network School District Profile

The UCO "Network School District Profile" is an assessment tool of school services and student performances. Its purpose is to provide baseline data regarding academic programs, enrollment, test scores, and

college enrollment rates of students from schools in the UCO network. School staff may use the profile as a self-assessment instrument to monitor the implementation of the college preparatory program, to evaluate information about the program, and to help make decisions to modify the program. Also, the UCO office may use the completed profiles for tabulation of results to be reported to the State Department of Education, to the State Board of Education, and to the California State Legislature. In either case the final results should indicate increased academic standards and the development of an adequate college preparatory program, enabling students to experience success in postsecondary education.

The profile can be a useful document that enables one to identify those facts, figures, and practices which enhance the effectiveness of college preparatory programs. This profile can also assist one in analyzing

factors which indicate success in increasing the number of students from underrepresented groups who become eligible for and are admitted to two- and four-year institutions of higher education. Also, the exploring and interpreting of the implications of the collected data are facilitated. Since the profile presents to program developers the "at-hand" facts, there is a decrease in the tendency for them to hastily seek proposed solutions to the problems surrounding the underrepresentation of certain groups. The collected data can be used to ascertain whether program staff members are using funds advantageously and to identify those projects that are or are not cost effective. Justification for continuing or for moving funding to additional or other projects is supported by use of the profile. (A copy of a sample "UCO Network School District Profile" may be found in Appendix E.)

Statement of Commitment

The list that appears on this chart shows the activities that the UCO and each school participating in the UCO network are responsible for.

UCO Commitment to Network Participants	Commitment by Participating UCO Network Schools
<i>Establishing Leadership</i> • Use of consolidated funding sources • Search for new resources and "good ideas" • Statewide coordination and communication • Use of the <i>University and College Opportunities Handbook</i> • Documentation of program results <i>Maintaining a Resources Exchange or Clearinghouse</i> • Development of a network of UCO resource associates • Documentation of successful practices • Location of expertise and innovative programs <i>Maintaining an Information Exchange</i> • Periodic news and progress reports • Citations of programs and materials developed by network schools • Compendium of recent research • Bibliographies and literature <i>Promoting Staff Development</i> • Regional conferences • Participation in local state workshops • Notice of appropriate staff development opportunities <i>Promoting Parent Awareness</i> • Participation in parent seminars <i>Building a Partnership with Higher Education</i> • Liaison with student affirmative action and other programs • Joint sponsorship of seminars • Faculty-to-faculty exchanges and discussions of standards	<i>Establishing School-Level Activities</i> • Letter of commitment from the school principal • Desire to develop a UCO Program or project • Willingness to collect information regarding academic programs which will serve as baseline data • Interest in developing a UCO component in the school plan <i>Participating with Other Network Schools</i> • Willingness to attend regional conferences • Willingness to compile descriptive papers and reports to share with network schools <i>Building a Partnership with Higher Education</i> • Interest in establishing appropriate partnerships with area colleges or universities • Exchange of staff development techniques <i>Sharing Within the School Community</i> • Establishment of a UCO Program parent committee • Formation of academic boosters clubs • Associations with business, civic, fraternal, and other groups

ESEA, Title IV-C Programs

UCO programs funded by ESEA, Title IV-C, grants provided the opportunity for local educational agencies to compete for funding to develop, field-test, demonstrate, and adopt innovative solutions for the reform of intermediate and secondary education. In the fall of 1979, funds were allocated to support nine developmental projects for which unique plans had been submitted to increase the number of minority students who would be eligible for admission and enrollment in a university or four-year college.

Two programs, PREP and Students Capture Opportunities to Redirect Their Education (SCORE), were funded as ESEA, Title IV-C, Exemplary/Demonstration Projects that were approved by the California State Department of Education for replication. Local educational agencies throughout California may benefit from examining the processes and products used by these highly successful college opportunity projects. Descriptions of both programs follow.

PREP

The purpose of PREP, a program developed by the Los Angeles Unified School District, is to develop a series of products and processes that can be initiated at any high school and that will result in an increased number of underrepresented minority students enrolling in postsecondary institutions. As a result of these processes and products being delivered over a three- or four-year span, targeted students will demonstrate the competitive academic skills and the social awareness that will permit their successful matriculation in postsecondary institutions.

All of the following components—instruction, curriculum, counseling, parent involvement, and staff development—are interdependent. In this support mechanism are methods developed to help students and parents understand study skills techniques, college requirements, academic course sequences, test-taking, and the social and psychological demands of postsecondary education. Staff development programs assist the teachers and administrators in making a commitment to higher expectations on the part of all participants.

The fundamental objectives of PREP are to (1) increase the numbers of underrepresented minority students for enrollment and continued successful matriculation in postsecondary education; (2) increase student academic competency in English, social studies, foreign languages, and mathematics; (3) develop a curriculum package that assists teachers to develop student abilities to meet the higher expectations for students in the academic areas; (4) offer a counseling system, such as a mentor program, that provides information

for students who are college bound, have college potential, or are self-selected to participate in the mentor program; (5) provide a level of parent involvement that will let parents accept a fair share of the responsibility for their child's postsecondary education; and (6) develop defined and refined processes and products that will support all of the previously listed objectives that are adaptable and replicable.

PREP was designed to use an interdisciplinary approach to curriculum that follows the concepts of the Harvard University core curriculum. The following products came from the PREP program: mentor guides, student handbooks, parent English/Spanish guides, study skills guides, and four curriculum guides from the core curriculum.

At the initiating school, which serves a more than 90 percent Hispanic population from a depressed urban economic area, PREP has involved teachers, administrators, students, and parents. This joint effort produced an instructional package that can be adopted in several different patterns. Specific processes have evolved that provide for the constant monitoring of student progress, small group guidance, assessment and use of all available school resources, parent workshops, staff development, seminars for enrichment and grade improvement, college liaison at California State University campuses, comprehensive testing programs, financial aid workshops, college advisement, and motivational college and mathematics fairs. (The project participants have shown significant gains in receiving Cal Grant A and B awards and acceptance to California State University and University of California campuses.)

SCORE for College

Project SCORE for College was developed by the Office of the Orange County Superintendent of Schools and the University of California at Irvine to improve those factors which will enhance the college and university eligibility for ninth through twelfth grade underrepresented Orange County students. The project is designed to inform, tutor, and motivate students and their parents regarding admittance to the higher educational institution of their choice. It is anticipated that, as a result of Project SCORE, these students will:

- Increase their awareness of the academic and career opportunities available to them.
- Improve their study skills and academic performance at the high school level.
- Increase their enrollment in college preparatory subjects while in high school.

- Complete precollege testing requirements (the *Preliminary Scholastic Aptitude Test [PSAT]* and the *Scholastic Aptitude Test [SAT]* or the *ACT Assessment Program [ACT]*).

The project has been implemented in two phases. One takes place in an intensive summer residential program, and the other is carried out within the framework of the traditional school year.

Phase I, the *summer residential program*, is designed to improve student study habits and writing skills through intensive workshops provided in the academic and motivational environment of a university. This phase of the program lasts for one full week during each project year, setting the stage for the school year program.

Phase II, *school-year activities*, has three major components: tutoring, student motivation, and parent information.

- The *tutoring* component provides academic support to project participants in study skills and college preparatory classes. Trained university students tutor at project high school campuses on a weekly basis.
- The student *motivational* component provides both individual and group counseling aimed at increasing enrollment in college preparatory subjects. Students are informed of and motivated to complete precollege testing and admission requirements.
- The *parent* component is vital to the success of Project SCORE. It provides information, motivation, and support to parents of project participants.

Each component is directed and supervised by Project SCORE for college professional staff. University students are employed as component coordinators to hire, train, and supervise a staff of student workers who are also university students. They serve as tutors, counselors, club advisers, and residential assistants throughout the program. The use of university student workers provides project students with personal contact and positive role models at a minimal cost to the project. The project director provides the overall coordination to ensure communication and cooperative efforts among the staff members for each component.

SCORE for College was awarded exemplary status in 1982 by the California State Department of Education. Staff members are currently available to help local school districts replicate this model on local campuses. For information about replication, contact the University and College Opportunities Program of the California State Department of Education or the Office of the Orange County Superintendent of Schools.

Evaluation

To understand the nature and progress of their UCO program, district and school staff members need to plan a process that will enable them to obtain answers to the following questions:

1. What are the specific needs of schools which are trying to increase services to minority and women students who wish to enter college?
2. To what extent are available consolidated application funds being used to strengthen and implement the UCO programs?
3. To what extent is each school meeting its expressed UCO goals in terms of:
 - Students' preparation
 - Parents' expectations
 - Teachers' competencies, knowledge, and awareness
 - Administrators' competencies, knowledge, and awareness
 - Other school staff competencies, knowledge, and awareness
 - College personnel and faculty competencies, knowledge, and awareness
4. To what extent do the following factors affect a school's program to increase minority enrollment in postsecondary institutions?
 - Delivery of guidance services
 - Assistance from parents
 - Underestimation or overestimation of the capabilities of students
 - Use of a variety of tests that may label students
 - Use of a variety of tests that do not prescribe appropriate learning activities for students
 - Continuity of instructional programs
 - Lack or presence of role models
 - Limited use or lack of use of existing resources
 - Availability of financial assistance information
 - Use of tutorials
5. What is the impact of the UCO-sponsored program on the school climate?
6. To what extent are the available statistics used to strengthen programmatic decisions?
7. To what extent do our outreach services influence a student's decision to enroll in postsecondary institutions?
8. Is the UCO-sponsored program, in fact, increasing the numbers of minority and women students who enter college from our schools?

The following evaluative statements from the *1982-83 Budget Report on Equal Educational Opportunity Programs* prepared by the staff of the California Post-

secondary Education Committee shed light on the enormity of this evaluation task:

1. So that the number of ethnic minority students graduating from postsecondary institutions may be increased substantially during the next five years, the priorities in state funding of outreach and support service programs should be (a) improved academic preparation of ethnic minority students while they are enrolled in secondary schools; (b) increased retention of minority students enrolled in college, particularly those majoring in the mathematics and science-based disciplines; and (c) increased transition of minority students from two-year to four-year institutions, after these students have completed their academic objectives at the community colleges.
2. Approximately 85 percent of the Chicanos and blacks enrolled in California's postsecondary institutions attend California community colleges. Many never complete a certificate or terminal degree program, and only a relatively small number of students ultimately transfer to four-year colleges or universities to complete a baccalaureate degree. (For example, in the fall of 1980, Chicano and black students made up 12.9 percent and 10.6 percent of community college students, respectively, but they constituted less than 8 percent and 4 percent, respectively, of the students transferring into the University of California and only 10 percent and 6 percent, respectively, of students transferring into the California State University and College systems.) The number of blacks and Chicanos graduating from four-year colleges will not increase substantially without a corresponding increase in the number of students transferring into these schools from community colleges. Greater priority, therefore, should be placed on transition services designed to facilitate movement from a two-year to a four-year college.
3. Substantial progress has been made during the past three years in improving the general management of the several equal educational opportunity programs. Almost all programs now annually collect extensive data so that information is available about the number and characteristics of the clients served and the services provided. The Chancellor's Office of the California State University and Colleges system has been particularly successful in this area, annually providing substantial data about the students served through core student affirmative action and educational opportunity programs.

4. At least three limited student development programs are not state-funded, but they are extremely important as models for potentially successful efforts to increase the numbers of minorities who enroll in and graduate from college. These programs are (1) the Professional Development Program at the University of California, Berkeley; (2) the Cooperative College Preparatory Program, a joint college preparatory effort between the Oakland Unified School District and the University of California, Berkeley; and (3) the College Core Curriculum at Phineas Banning High School in Los Angeles. In addition, the academic program provided at Oakes College at the University of California, Santa Cruz, can be used as a model in the effort to develop effective retention efforts for college-level minority students. The Postsecondary Education Commission will undertake a systematic examination of these programs to identify those successful components which might be replicated at other institutions throughout the state.⁷

⁷1982-83 Budget Report on Equal Educational Opportunity Programs. Sacramento: California State Department of Education, 1982, pp. 16, 19, 21.



Resources for Financial Assistance

This section contains lists of publications and organizations that provide information about financial assistance that is available to students.

Selected References

The following publications provide information about cross-age tutoring programs, financial aid resources for students, and higher education and the minority student.

Cross-Age Tutoring

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- Bloom, Sophie. *Peer and Cross-Age Tutoring in the Schools: An Individualized Supplement to Group Instruction*. Washington, D.C.: National Institute of Education, 1975.
- Deterline, William A. *Training and Management of Student Tutors*. Final Report. Palo Alto, Calif.: General Programmed Teaching, 1970.
- Driskell, Jeanette. *A Guide to Tutoring*. Moscow: University Press of Idaho, 1977.
- Fitz-Gibbon, Carol. *An Analysis of the Literature on Cross-Age Tutoring*. Los Angeles: University of California, Center for the Study of Evaluation, 1978.
- Fitz-Gibbon, Carol. *How to Set Up and Evaluate Tutoring Projects*. Los Angeles: University of California, Center for the Study of Evaluation, 1978.
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- Mohan, Madan. *Peer Tutoring as a Technique for Teaching the Unmotivated*. Fredonia: State University of New York, Teacher Resource Center, 1972.

Financial Aid Resources

- The As and Bs of Academic Scholarships* (Fourth edition). Alexandria, Va.: Octameron Associates, 1981.
- California Student Financial Aid Workbook*. Sacramento: California Student Aid Commission, 1981.
- A Chance to Go to College: A Directory of 800 Colleges That Have Special Help for Students from Minorities and Low-Income Families*. New York: The College Board, 1971.

- College Bound* (Second edition). Woodbury, N.Y.: Barron's Educational Series, Inc., 1982.
- Financial Aid for Higher Education*. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1968.
- Five Federal Financial Aid Programs, 1981-82 A Student Consumer's Guide*. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1982.
- Kaessler, Oregon. *National Catalog of Financial Aids for Students Entering College*. Dubuque, Ia.: W. C. Broan Publishing Company, 1982.
- Kohl, Kenneth A., and Irene C. Kohl. *Financing College Education: A Handbook for Students and Families*. New York: Harper & Row Pubs., Inc., 1980.
- Leider, Robert. *Don't Miss Out: The Ambitious Student's Guide to Scholarships and Loans 1981-83* (Sixth edition). Alexandria, Va.: Octameron Associates, 1980.
- Need a Lift? To Educational Opportunities, Careers, Loans, Scholarships, Employment, Independence, Inc.* Indianapolis, Ind.: The American Legion, 1980.
- Proia, Nicholas, and Vincent DiGaspari. *Barron's Handbook of American College Financial Aid*. Woodbury, N.Y.: Barron's Educational Series, Inc., 1978.
- A Selected List of Major Fellowship Opportunities*. Washington, D.C.: National Academy of Sciences, National Research Council, Fellowship Office, 1974.

Higher Education and the Minority Student

- Berman, Paul, and others. *Federal Programs Supporting Educational Change*. Vols. 1-8. Santa Monica, Calif.: The Rand Corporation, 1978.
- Coleman, James S. "The University and Society's Demands Upon It," in *Content and Context: Essays on College Education*. Edited by Carl Kaysen. New York: McGraw-Hill Book Co., 1973, pp. 359-99.
- Equal Opportunity Review*. New York: Teachers College, Columbia University, August, 1981.
- Fernandez, Celestino, and others. *Factors Perpetuating the Low Academic Status of Chicano High School Students*. Stanford, Calif.: Stanford Center for Research and Development in Teaching, 1975.
- Giving Youth a Better Chance: Options for Education, Work, and Service*. San Francisco: Jossey-Bass, Inc., Pubs., 1979.
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- McCurdy, James, and Don Speich. "Drop in Student Skills Unequaled in History." *Los Angeles Times*, August 15, 1976.
- McCurdy, James, and Don Speich. "School Standards Also Decline." *Los Angeles Times*, August 16, 1976.

On Further Examination: Report of the Advisory Panel on the Scholastic Aptitude Test Score Decline. New York: The College Board, 1977.

Report of the Commission on the Higher Education of Minorities. Los Angeles: Higher Education Research Institute, Inc., 1982.

Resource Directory of California Equal Educational Opportunity and Student Affirmative Action Programs. Sacramento: California Postsecondary Education Commission, 1982.

Student Achievement in California Schools: 1980-81 Annual Report of the California Assessment Program. Sacramento: California State Department of Education, 1981.

Treisman, Philip Uri. *Study of Performance of Black Students in UC Berkeley Freshman Math Classes: 1977-79 Academic Year*. Berkeley: University of California, 1980.

Organizations Offering Financial Assistance Information

The organizations listed as follows provide assistance to students seeking information about scholarships, fellowships, loans, and other kinds of financial aid:

- California Guaranteed Loan Program for Students, Director of Higher Education, Office of Education, Region IX, 760 Market Street, San Francisco, CA 94102. This organization is both a source of information and the state agency for the federal government's guaranteed loan program.
- College Admissions Assistance Center, 461 Park Avenue South, New York, NY 10016. This is a nonprofit placement service for students throughout the world seeking entrance into colleges throughout the United States.
- Education Funds, Inc., 36 S. Wabash Avenue, Room 1000, Chicago, IL 60603. This is a private agency that makes loans to students.
- Government Employees Financial Corporation, 41 East Colfax Avenue, Denver, CO 80202. This organization, a private agency that makes loans, offers a special educational loan plan for families with a normal credit rating.
- Insured Tuition Payment Plan, 6 St. James Avenue, Boston, MA 02116. This is a private agency that makes loans to students.
- National Scholarship Service and Fund for Negro Students (NSSFNS), 1776 Broadway, New York, NY 10019. This is a nonprofit referral agency established to help black junior and senior high school students obtain college admission advice and financial aid.
- Scholarship Search, I.M.S. Inc., 7 West 51st Street, New York, NY 10019. This is a computerized service which locates and identifies scholarships, grants, and loans for a fee.

Mentor Programs

One optional element of a UCO Program could be the use of mentor programs through which college-bound students are paired with community members who serve as role models, friends, counselors, and guides. Responsibilities of the mentor and the student often expand to include the family and its concerns.

The use of mentors is based on the concept that students must be convinced that some adult cares about their success. Every school should have some kind of personal counseling and advising network, often involving teachers and/or community groups, churches, civic leaders, and business and industry professionals.

Two examples of programs that use mentors are presented in this section. The Scholars/Achievers Mentor Program from the Oakland Unified School District and the Mentor Match Program from the Inglewood Unified School District differ in their approaches to a similar problem, that of matching adults to students who need support and encouragement. Mentors in the Scholars/Achievers Mentor Program work with both the students and their families. The responsibilities of all participants are clearly defined as well as the requirements for the students involved. In contrast, volunteers from the Mentor Match Program work with one student only. Suggested activities are provided in addition to criteria for identifying student participants.

The Scholars/Achievers Mentor Program

The purposes of the Oakland Scholars/Achievers Mentor Program in the Oakland Unified School District are as follows:

- To identify and recognize junior and senior high school students who have demonstrated outstanding qualities or promise in skills or performance areas
- To offer motivation to students to improve their academic performance and citizenship
- To provide significant role models
- To promote college attendance and other advanced education for students to prepare themselves for successful careers and professions
- To help boost the morale of students, parents, and staff
- To provide information to students, parents, and staff on preparing for and attending college successfully

The responsibilities of a mentor are as follows:

- At least one semester of participation with one Oakland scholar/achiever in a mentor capacity
- At least one meeting with the student and the student's parents
- At least one telephone call or note to the student each month
- At least two contacts with the school counselor and/or school administrator regarding the student's academic progress

- At least two notes or calls at the end of report card periods
- Any information or assistance regarding a student's college and career choices

The responsibilities of a scholar/achiever are as follows:

- Participation in seminars and minicourses sponsored by the Oakland Scholars/Achievers Program
- Monthly letters to the mentor about schoolwork and other activities
- Review of grades and course choices with the mentor

The responsibilities of the parent are as follows:

- Approve the mentor chosen for the student.
- Give permission for the mentor to request information about the student from the school.
- Give written permission for the student to leave school early when necessary to attend seminars and minicourses sponsored by the Oakland Scholars/Achievers Program.

The responsibilities of the school district are as follows:

- Identify students for the Oakland Scholars/Achievers Program.
- Assist the mentors in meeting with the teachers and counselors of the student.
- Provide the seminars, minicourses, and other motivational and informational activities.

A scholar is a student in grades seven through twelve who meets the following requirements:

- Is nominated by a teacher from the department or subject area of the category in which he or she is competing
- Has demonstrated outstanding qualities of excellence through talented expression in the areas of academic achievement, music, poetry, creative writing and other fine arts, humanities, liberal arts, journalism, auto mechanics, drafting, and electronics
- Has an overall grade point average of at least 2.50
- Has been in good, regular attendance during the school year of his or her nomination
- Has at least a 3.0 average in the department or subject area from which he or she is nominated
- Has a satisfactory level of citizenship—at least a 2.00 average

An achiever is a student who meets the following requirements:

- Demonstrates skill and intellectual curiosity in at least one school course
- Demonstrates a consistent desire to reach high levels of skill by doing more than is required
- Maintains interest in one skill until that skill has been attained
- Is continuously working to polish learned skills
- Has an interest in post-high school training
- Has developed self-discipline as evidenced by good attendance, completed assignments, good grades, and good citizenship.

The Mentor Match Program

The purpose of the Mentor Match Program is to increase the number of high school graduates from Inglewood who establish postsecondary goals which require attendance at a four-year college or university leading to a bachelor's degree. Those students who are identified as academically able and who volunteer to participate are matched with adult volunteers who serve as advocates and mentors for one student only. The adult maintains communication with the student, first through an orientation period that begins with a meeting of the student, parents, and mentor. Next is a visit to the school for a meeting with the counselor and/or teachers. This meeting should be followed by at least one visit of the student to the working place of the mentor.

After the orientation period, during which the adult and student get to know each other's greatest interests (and perhaps pet peeves), the adult receives permission from the parents to work with school officials to advise, monitor, encourage, and admonish (if necessary) the student to ensure that personal attention is given to the career plans of that individual.

The mentor is especially alert during the programming time at the beginning of the semester. The mentor's student must have classes—the correct ones—and must not change them for capricious reasons. The mentor keeps in touch with the parents on this and other matters. Report card time is known and noted by mentors. The incentive of a phone call or note from a mentor to a student shows pride, expresses confidence, or gives comfort if the student's grades are disappointing.

Students chosen for the mentor program meet monthly after school. Mentors also are invited and are expected to attend at least the first and last meetings of each school year. Meetings are informal sharing sessions designed to monitor progress, determine where district support is needed, and offer additional information from the counseling or financial aids assistant, college and university personnel, successful former students, and others with information or inspiration.

Evaluation of the mentor program is done by a committee composed of parents, students, advocates, and state college and university personnel.

Suggested Mentor/Student Activities

Although the following are not guidelines, it is recommended that the mentor do the following:

- Make one school contact per school quarter (example: phone call, note, or visit).
- Plan one home contact per quarter (example: phone call, note, or visit).
- Arrange one visit of the student to the working place of the mentor.
- Initiate the first visit to the home, introducing oneself to the parent or guardian.
- Guide the student in choosing a career goal.
- Participate in program advisement and selection of classes.

- Become familiar with a school's schedule, policies, and calendar of activities.
- Know the grading periods and follow up with a note, a phone call, rewards, and so forth.
- Encourage the student to pursue college admission opportunities and procedures.
- Keep in constant touch with the parents.
- Take the student to lunch and informally review his or her progress.
- Visit college campuses with the student.
- Encourage the student to visit a job site in his or her career choice.
- Expose the student to a career laboratory.
- Assist the student with study skills.
- Encourage the student to pursue a job, if necessary.
- Introduce the awareness of and possibilities for post-graduate work at the postsecondary level.
- Provide information about financial aid.
- Encourage student participation in professional societies and organizations through student membership.
- Invite students to the mentor's home.
- Assist the student with early academic preparation.
- Assist the student in preparing for most college options, such as state colleges or universities.
- Follow up on the student while he or she is in college.
- Focus on encouragement and guidance, assuming the role of an individual counselor.
- Become familiar with the student's strengths and weaknesses.
- Make contact with teachers, as suggested by the student.
- Spend a day with the student on the college campus and contact former students on that campus for assistance.
- Assist the student in evaluating his or her own progress.

Criteria

The following student characteristics may be of help in identifying those students who would benefit the most from the Mentor Match Program:

- Excels in some but not all areas
- Evidences interest in a particular field, area, or occupation
- Shows leadership potential
- Records indicate declining achievement
- Is underachieving in regard to known potential
- Is frequently recommended by a particular teacher



Academic Boosters Club and a Letter to Parents

Appendix B deals with parent involvement in preparing students for college entrance. The first section contains information about an Academic Boosters Club, which combines the efforts of parents, school staff, community members, and students to promote academic education, to convey information, and to provide support. The second section contains a letter to parents from the University of California at Davis addressed to parents, informing them of courses their children need for success in college.

The Academic Boosters Club

An Academic Boosters Club (ABC)¹ is the establishment of a network of parents, school staff, community members, and students to promote academics and to provide a vehicle for communication. In addition, ABC members serve as a positive support group for program teachers and administrators by raising funds for scholarships, providing teacher and student incentive awards, and disseminating a newsletter to parents of students in the program.

The goals and purposes of an Academic Boosters Club are to:

- Provide support by giving interested parents, community leaders, and alumni an opportunity to join with others who are interested in furthering students' academic progress at the high school level.
- Inform by establishing a dialogue among interested individuals concerning testing, test-taking techniques, the interpretation of test results, and academic program opportunities both inside and outside the school.
- Provide funds by giving worthy, qualified students the financial support they need during their academic career through the establishment of a fund.
- Influence by giving recommendations to the school staff concerning the needs of the students, parents, and community and by evaluating programs and designing strategies for improvement.
- Connect by forming a chain of people who care and a link among parents, community leaders, administrators, students, and alumni.
- Serve by providing valuable services to college-bound students, such as tutoring and writing college and scholarship recommendations, helping to supervise college field trips, and planning college nights for parents.

Requirements for forming an Academic Boosters Club are as follows:

- A belief that a parent community support group is needed must exist within the school.
- The principal of the high school must be committed to such an idea.
- A core group of staff, parents, and/or community members need to form a steering committee to organize an ABC.

¹This section was taken from information provided by Phyllis Hart, College Adviser, Phineas Banning High School, Los Angeles Unified School District; and by Judy Mayes, College Adviser, Los Angeles High School, Los Angeles Unified School District.

Suggestions for implementing an Academic Boosters Club are as follows:

- An evening meeting held at the high school can inform invited parents, community members, staff, and students about the academic programs at the school; e.g., college advisement, scholarships, special programs within departments, advanced placement programs, career advisement, and graduation requirements.
- Parents are asked during the meeting to join the ABC and pay their membership dues.
- Names of those attending the meeting are used to develop a list of active members.
- Monthly evening meetings are held at the school, and mailers are sent to active members as well as to a random selection of parents throughout the school.
- Officers are elected, and executive board meetings are set on a monthly basis.
- Long-range goals for the organization could involve the development of bylaws and a constitution.

Elements for the success of an Academic Boosters Club are the following:

- Communication. Newsletters, telephone calls, and monthly meetings keep both parents and community members informed of school policies and programs.
- Visibility. The attendance of Academic Boosters Club members at teachers' meetings, orientations, open house, career and college nights, and awards assemblies helps to promote good will and establish club members as a viable part of the school.
- Participation. Active participation in the life of the school involves the following:

Program development. Although business issues need to be addressed at monthly meetings, the major focus should be on relevant, informative topics to keep an active Academic Boosters Club membership. Ideas for programs are as follows:

- A how-to-study seminar for students and parents
- Test-taking techniques
- Ivy league school admissions
- Academic counseling for athletes
- The psychology of being fifteen

Fund raising. Membership involvement in fund raising encourages active participation and spirit, as well as providing a source of funding. Ideas for raising funds are as follows:

- Fashion show
- Jog-a-thon
- Mother-daughter luncheon
- Dances
- Celebrity basketball game
- Sale of promotional items (buttons, spirit towels, belt buckles)

Possible expenditures. Funds should be provided for advanced placement exams, luncheons for staff, field trips to cultural events, a picnic to promote student exchange, incentive awards, such as certificates, trophies, and medals for grade B and above average students; or jackets for seniors who have achieved academic excellence.

Scholarships. These may be provided for summer enrichment programs held on either prep schools or college campuses or for textbooks or tuition fees for students taking courses at local colleges.

A Letter to Parents

The letter from the University of California at Davis to parents of eighth graders (see the next page) contains advice about the kinds of secondary school courses needed for high school students to be eligible for university enrollment and for a variety of career options.



A Letter to Parents— Suggested Educational Choices

Dear Parent:

As your daughter or son begins secondary school, it is time to begin thinking about the future. We faculty members at the University of California who oversee admissions policies would like to make some suggestions that will help your child do well in high school and enjoy more opportunities after graduation. Grades nine through twelve are very important in education; so this is a good time for parents to look closely at what their children are doing in school and to give them extra help and guidance. There is much that you can do to help your child choose the best courses and to study effectively.

Whether your son or daughter gains admission to the college of his or her choice and does well there, or has a limited choice of colleges and difficulty in succeeding, depends on the courses he or she chooses for the next four years. Many students do not know which classes to take or are pressured by their friends to take easy courses; as a parent, you should help your child make the right decisions.

These suggestions about courses can help you plan with your daughter or son the best program at school:

1. Students should take an English class every semester of every year. The English class should require written compositions. A lot of writing experience is essential for success in college and an asset in life.
2. Students should take a mathematics class every semester for at least three years, including both semesters of the senior year. Our modern society has many opportunities for those with good mathematical skills.
3. Students interested in careers in medicine, the sciences, or engineering should take a full year of chemistry, a full year of biology, and a full year of physics, and as many mathematics courses as possible. College courses in the sciences require this background.
4. Students should take courses in history and social sciences and at least two years of a foreign language. These courses are valuable for all college majors.

In summary, your son or daughter should take many courses beyond the minimal high school graduation requirements to prepare for success in college and life.

Two other suggestions are crucial in making sure that your child is prepared for college. First, most of the courses that he or she takes should be listed as being college preparatory or as a part of a college preparatory program. These classes are necessary because, without them, students will have to do additional work after high school graduation before being accepted into a four-year college or university.

Second, you need to see that your child learns good study habits. If your teenager brings home less than one hour a day of homework, then the courses she or he is taking are not preparing the student for college work. Find your daughter or son a quiet place to do homework and see that she or he takes the time to study effectively. This may be the most important thing you can do for your child's educational future.

The suggestions in this letter will help no matter what college or university your child may enter. If he or she does come to the University of California, we believe that taking our suggestions will enable him or her to have an enjoyable and successful college experience. The University of California and the California State University and Colleges, along with many other colleges in the nation, have recently strengthened their admissions requirements. If you would like more information on the changes and on specific requirements for admission to colleges and universities, you should contact your child's high school counselor.

Sincerely yours,

Henry L. Alder, Chair
Board of Admissions and Relations
with Schools
University of California at Davis

Career Awareness Programs

This section contains information about two career awareness projects designed to help currently underrepresented students have more varied career opportunities. These projects are the Affirmative Action Candidate Availability Program (AACAP) and CAREERWAYS.

Affirmative Action Candidate Availability Program

The TRW, Inc., Affirmative Action Candidate Availability Program (AACAP) consists of three distinct phases which will be developed concurrently: junior high school development, senior high school selection and development, and college selection and training. This program is administered by the Inglewood Unified School District in Los Angeles County.

Objectives of the Program

This program, an example of corporate and school district involvement, has the following objectives:

- To stimulate students' early interest in engineering and science and encourage junior high school and senior high school students to pursue studies leading toward entrance into a school or college of engineering
- To motivate teachers, guidance counselors, and administrators toward encouraging minority and women students' interest in mathematics and science as a foundation for an eventual technical degree
- To provide guidance counselors and teachers with career information and exposure to the engineering world of work so that they might be prepared better to stimulate student interest
- To maintain continuing student and teacher interest in technical careers over an extended period of time
- To encourage parents to reinforce career interests and motivation at home

Junior High School Development

The thrust for development of the overall program will be initiated at grades seven through eight, and students will be tracked through their middle, senior, and college years. The specific objectives of this phase of the program will vary by grade and technique of application; counseling and guidance will be provided by TRW, Inc.

High School Selection and Development

A tracking procedure for selected students is to be implemented in this phase of the program. An extremely cooperative effort between representatives is vital to ensure that these students are made aware of proper course selection which will facilitate their development.

Career Selection and Training

A student's college career selection and development may be pursued best in much the same manner as his or her high

school program. Proper screening should reveal whether students require assistance in the scientific and mathematical areas. If warranted, selected students may participate in precollege preparation programs at specific local colleges and high schools during summer vacation time.

School District Involvement

Full involvement of the academic community is essential to the success of the program. A concerted effort is necessary to spur the motivation of students by increasing their technical programs of instruction. The support of teacher and parent groups is necessary to provide supportive counseling to ensure that positive contacts are made and maintained throughout the period of student development. Specific areas of concern should include the following:

- Adequate establishment of counseling measures to ensure that minority and women students are encouraged to participate in science, mathematics, and engineering-related subjects
- An effective screening and selection process to identify those students who have the potential to pursue technical curricula at the various educational levels
- Mutual participation with industry representatives in project development, tutoring students, and the conducting of special activities
- Information concerning school opportunities, college requirements, opportunities for work, and available financial assistance
- High school science and mathematics teachers to assist in precollege preparation programs for students
- Coordination with industry representatives and parents concerning participating students' progress or lack of it

TRW, Inc., Involvement

Direct personal involvement by industry is necessary to provide support to school counselors and science and mathematics teachers in order to achieve the desired level of awareness and motivation essential to the success of the program. The specific points of concentration have been described under major areas of interest which involve company representation. An approach to fulfill this requirement will involve the company as follows:

- Appointing a coordinator to assist in planning and coordinating the efforts of all company representatives in this area
- Appointing a representative to assist in maintaining an effective liaison with appropriate local agencies and activities
- Selecting a committee of technical representatives to be actively involved in counseling, motivating, and developing programs which will enhance student development in science and engineering
- Providing the required support in fostering technical clubs, field trips, and so forth

CAREERWAYS

The overall purpose of CAREERWAYS, a program from the Los Angeles Unified School District, is to use the concepts from the exemplary comprehensive multimedia career awareness and basic skills development programs that have succeeded over the last three years. This program complies with the provisions of Title IX of the Education Amendments of 1972 which require school districts to eliminate discrimination on the basis of sex and to provide equitable educational opportunities and experiences for women and minorities. The project has met these goals by expanding student awareness of educational and career opportunities and by assisting students in overcoming the inequities created by sex role, race, and other forms of stereotyping.

Students have increased their awareness of the opportunities available in a variety of career clusters through a multimedia program that enabled them to view women and men as role models who have achieved successful careers which are considered nontraditional for members of their sex and/or ethnicity. The role models selected by the project provide examples that help motivate students to raise their own levels of aspiration. Students gain knowledge of the educational and training preparation needed in order to take advantage of the many career options which are available to them. Moreover, through a systematic presentation of instructional strategies that were designed to achieve the program objectives, students develop an understanding of the ways in which their career choices are influenced by their own interests, abilities, and values as well as by the attitudes of peers, family members, and society in general. In addition, these instructional strategies have provided opportunities for student practice in developing skills in oral and written communication, arithmetic, research, and critical thinking.

Students explore the nature of sex role and other kinds of stereotyping and the limiting effects of such beliefs on students' educational and occupational choices in a variety of career clusters. During the instructional program, which may take place in any subject class, career center, library, or other designated learning environment, students view 12 audiovisual components (television and/or filmstrips) and complete accompanying work sheets which provide instructional strategies to meet program objectives. During the scheduled instruction for each unit, the teacher introduces students to the subject of the module and guides them in discussion topics designed to motivate and provide them with background information for viewing the audiovisual components. Where necessary, the teacher clarifies for the students specific vocabulary words that may be unfamiliar. The students view the television module and/or filmstrip and complete and discuss a follow-up work sheet, which helps reinforce the fundamental skills and processes of the basic educational program in the junior high or middle school.

Teachers are trained through an intensive one-day inservice training program in the implementation of project goals as well as in the use of project materials and strategies.

Financial Aid Programs

Appendix D contains information about Cal grants A, B, and C and about federal grants, such as Pell, Supplemental Educational Opportunity Grants (SEOG), and Bureau of Indian Affairs Grants (BIA). Scholarships, such as the Extended Opportunity Programs and Services Grant (EOPS), are available from colleges or universities and from community organizations, groups, or businesses. The California Guaranteed Student Loan Program and the Plus (Auxiliary) Loan Program are presented for students interested in this method of financial assistance. Another option, the federal College Work-Study Program (CWS), is also described in this section.

Grants

The grants described in this section come from California state resources and the federal government.

California Grants

If a California high school graduate plans to attend a college, university, or vocational school located in California, he or she may *apply* for all California grants for which he or she is eligible, but may *accept* only one grant. Cal grants A, B, and C are described as follows:

- **Cal Grant A**

This state grant (formerly known as the State Scholarship Program) is available through the California Student Aid Commission. It is a tuition scholarship for use at a four-year California institution. Students who apply must be California residents and have financial need. Both need and grade point average are the basis for selection. The scholarship may be held in "reserve" while the student attends a community college, but not more than six semesters of college work may be completed prior to the use of the award. If a high school or college grade point average is not available, or if those averages are more than ten years old, a student may use *Scholastic Aptitude Test (SAT)* scores, provided that a copy of those scores is sent to the Student Aid Commission by the program deadline.

- **Cal Grant B**

This state grant (formerly known as the College Opportunity Grant Program) is available through the California Student Aid Commission. Awards are made to California residents who are from low-income families and who would not be able to attend college without such help. No minimum level of test scores or grade point average is required for assistance. Preference, however, is given to high-potential students. Awards range from \$500 to \$1,100 for each academic year at a community college, and tuition can be added to that amount when the student transfers to a four-year college.

- **Cal Grant C**

This state grant (formerly known as the Occupational Education and Training Grant) is available

through the California Student Aid Commission. Students may apply who wish to train for specific occupations, vocations, or technical careers that do not have enough trained personnel. In California these include secretary, licensed vocational nurse, auto mechanic, correctional workers, diesel mechanic, dental assistant, medical assistant, nurse's aide, and others. The program provides up to \$2,000 for tuition and fees and up to \$500 for books, equipment, supplies, and transportation. Selection for a grant is based on a student's financial need and aptitude in the career field. Applicants must be California residents who are entering a training program that is at least six weeks and not more than two years in duration.

Federal Grants

Federal grants described in this section include Pell grants, Supplemental Educational Opportunity grants, and Bureau of Indian Affairs grants:

- **Pell Grant Program**

The federal government's Pell grant program, formerly known as Basic Educational Opportunity Grants (BEOG), is intended to offer eligible students from low- and middle-income families financial access to the college or university of their choice. Pell grants are available to any undergraduate student with financial

need who is attending an eligible college or vocational school at least half-time.

- **Supplemental Educational Opportunity Grants**

The federal Supplemental Educational Opportunity Grant (SEOG) program provides supplemental funding for students with exceptional financial need. Once the Pell grant is awarded, eligible students may apply for the SEOG.

- **Bureau of Indian Affairs Grants (BIA)**

The Bureau of Indian Affairs provides federal grants to Native American students to assist them in meeting the costs of attending college. In order to qualify, the student must be at least one-fourth Native American, Eskimo, or Aleutian.

To receive a BIA grant, the student must enroll in 12 units and show financial need.

Scholarships

Sources of scholarships may be universities and colleges or community organizations.

Campus-Based Funds

Colleges and universities offer several types of campus scholarships and financial awards. Students should apply directly to the college of their choice and complete the



appropriate financial aid items on the institution's application for admission form.

Extended Opportunity Programs and Services

The Extended Opportunity Programs and Services Grant (EOPS) is a kind of campus-based award. This state-funded program offers financial assistance, counseling, and tutorial services in an attempt to help meet the needs, both personal and academic, of disadvantaged students. Students who meet the family income criteria and who are enrolled full time may receive an award.

Community Scholarships and Grants

Some scholarships are offered through organizations, groups, or businesses of which a parent may be a member or an employee. Many local service organizations also award scholarships and grants. High school counselors announce the names of the recipients as soon as they become known.

Loans

Loans should be considered as a last resort to finance a student's education. Students who need to apply for a loan should discuss their financial needs with their financial aid officer at their chosen college or university to determine the best loan package available. Loan programs described in this section include the California Guaranteed Student Loan Program and the Plus (Auxiliary) Loan Program.

California Guaranteed Student Loan Program

The California Guaranteed Student Loan Program (CGSL) is a state-guaranteed loan program that enables students to

borrow funds from banks and other lending institutions to help meet college costs.

Loans are processed by the college and approved by a participating lending agency. Undergraduates may borrow up to \$2,500 per year (depending on the cost of their education). A "needs test" is required for those dependent or independent students who come from families with an adjusted gross income of more than \$30,000.

Plus (Auxiliary) Loan Program

If the California Attorney General's Office approves, loans to parents of undergraduate dependent students and loans to independent undergraduate students may be available through the Plus (Auxiliary) Loan Program.

The maximum amount a parent may borrow is \$3,000 per year per dependent student. Repayment begins 60 days after the funds are disbursed.

The maximum amount an independent student may borrow is \$2,500 per year (including both student loans and Plus loans). Payment on the principal will be deferred as long as she or he remains a full-time student. Interest, however, still accrues and is repayable. If a student drops below full-time attendance, the principal of the loan immediately comes into repayment status.

Work-Study Program

Another alternative to provide income for a college education is a work-study program. The federal College Work-Study Program (CWS) offers students who have financial need the opportunity to work while they are in college in order to earn part of their total college expenses. This is part-time employment which may be located on or off campus.

Appendix E

UCO Network School District Profile

The UCO Network School District Profile provides for the development of common data elements helpful in establishing and maintaining standards which can be compared. The profile presents facts which can be used to effect program modifications.

An example of how a high school district, which included 11 schools, completed this form appears as follows:

UCO Network
University and College Opportunities
Office of Special Projects
Consolidated Programs Division

Network School
District Profile

I. General Information

District:	Dayton High School District
CDS#:	67-12345

District name: Dayton Union High School District

School name: (District Composite)

School address: 468 - 94th Street Los Angeles, CA 90063

Street City State ZIP

School telephone: (102) 732-1584

Area code - Number

Superintendent: Mary Smith

Principal: Harold Kitchens

UCO Program contact: Darwin Goode

College adviser: Alice Jones

The following school sites are included in this composite:

Canyon High School
Dayton High School
East High School
Foothill High School
Highland High School
Jax High School
Kings Valley High School
North High School
Queens High School
South High School
West High School

II. School Academic Programs

■ Specially Funded Programs

Consolidated application: School Improvement Program _____ Economic Impact Aid _____
Other program: _____
Program coordinator: Darwin Goode School site council chairperson: _____
Names are available for individual school sites.
Gifted and Talented Education coordinator: Darwin Goode

■ University/College Outreach Services for Students

U/C Partners/Early Outreach school coordinator: _____
Campus: _____ Campus coordinator: _____
CSUC Core SAA school coordinator:¹ _____
Campus: _____ Campus coordinator: _____
California community college outreach school coordinator: _____
Campus: _____ Campus coordinator: _____
MESA — Campus: _____ School adviser: _____
Campus coordinator: _____

■ School-Initiated Programs

Student activities director: Data are available for each school in the district.

The coordinator is Reb Tarkington

Student academic organizations

CSF coordinator: _____ Number of students: _____
Mathematics club coordinator: _____ Number of students: _____
Science club coordinator: _____ Number of students: _____
Journalism club coordinator: _____ Number of students: _____
Other: _____

Parent organization: _____ Chairperson: _____

Steering Committee of the Master Plan for Student
Enrollment in Metropolitan Dayton
Community support organization: _____

Chairperson: Peter Morgan

¹SAA is the acronym for student affirmative action.

III. School Enrollment (Sample Reporting Sheet)

	American Indian	Asian	Filipino	Hispanic	Black	White	Total
Grade 9	87	50	15	990	339	2,764	4,245
Grade 10	84	49	6	929	358	2,587	4,013
Grade 11	78	54	10	788	310	2,489	3,729
Grade 12	40	36	9	654	261	2,325	3,325
► Total	289	189	40	3,361	1,268	10,165	15,312
Graduates (previous year)	41	35	8	520	234	1,900	2,738

IV. California Assessment Program (Twelfth Grade)

Year: 1980-81

Year: 1981-82

	Score	Percentile	Band	Score	Percentile	Band
<i>English</i>			60.8 62.2			60.8 62.4
Reading	60.9	29th	60.0 61.8	60.0	29th	60.0 61.7
Written Expression	59.0	21st	66.7	59.1	21st	66.7
Spelling	66.1	25th	68.7	66.9	26th	68.8
<i>Mathematics</i>			64.3 66.5			64.3 66.4
	64.2	30th		63.6	29th	

V. Enrollments in University Preparatory Courses

(Certified as Meeting University of California A Through F Requirements)

	Ninth grade		Tenth grade		Eleventh grade		Twelfth grade	
	M	F	M	F	M	F	M	F
■ <i>English</i>								
Composition	317	408	326	415	173	212	160	237
American literature	107	126	131	187	176	208	130	188
Advanced placement	17	25	34	36	9	20	12	14
Other college-preparatory courses	112	142	19	28	161	188	36	41

■ <i>Mathematics</i>								
Algebra I	801	876	323	319	90	83	17	15
Geometry	9	16	279	271	151	125	38	29
Algebra II	0	0	27	18	157	147	47	44
Trigonometry	0	0	0	0	4	6	73	42
Calculus	0	0	0	0	8	5	24	28
Advanced placement	15	12	8	4	1	0	1	0
Other advanced mathematics courses	2	0	4	1	2	3	3	1

■ <i>Science</i>								
Biology	1	17	577	646	62	81	27	29
Physiology	0	0	31	31	45	39	27	27
Chemistry	0	0	0	0	198	176	38	87
Physics	0	0	0	0	17	1	122	59
Advanced placement	0	0	14	9	0	2	50	23
Other advanced science courses	0	0	2	4	1	4	2	3

■ <i>Foreign languages (any college-preparatory course)</i>								
Students in first year	504	670	109	254	100	131	23	42
Students in second year	0	5	231	238	83	92	43	64
Students in third and fourth years	0	0	8	6	81	123	47	104

(Note: Please do not count students twice.)

Foreign languages offered:

First year: Spanish, French, German

Second year: Spanish, French, German

Third and fourth years: Spanish, French, German

VI. Aptitude Test Scores Data

PSAT Data

Scores	1980-81		1981-82	
	Verbal	Mathematics	Verbal	Mathematics
60—80	44	77	47	73
50—59	83	138	78	130
45—49	93	94	88	88
40—44	99	82	93	78
35—39	88	66	78	62
30—34	72	61	73	57
Below 30	72	33	63	32
► Total participants	551	551	520	520

SAT Data (Seniors only)

Number of participants scoring from:

	1980-81		1981-82	
	Verbal	Mathematics	Verbal	Mathematics
600—800	49	79	46	71
500—599	95	154	91	141
450—499	106	103	107	101
400—449	110	93	101	82
350—399	98	75	93	61
300—349	79	68	82	73
Below 300	77	42	71	63
► Total participants	614	614	591	591

ACT Data (Not used)

1980-81

Standard Scores	English	Mathematics	Social Studies	Natural Science	Composition
26—36					
23—25					
21—22					
19—20					
17—18					
14—16					
Below 14					
(Total participants)					

1981-82

26—36					
23—25					
21—22					
19—20					
17—18					
14—16					
Below 14					
(Total participants)					

VII. College Enrollment Rates

	For 1980-81				For 1981-82			
	Number of students				Number of students			
	Accepted		Enrolled		Accepted		Enrolled	
	M	F	M	F	M	F	M	F
UC campus	13	12	8	7	23	14	18	12
CSUC campus	140	127	137	111	157	148	129	112
Private four-year university/college	8	4	6	3	5	3	3	2*
Community college	511	521	480	485	558	531	523	474
Technical school	5	2	4	1	10	4	7	2*
Other								
Students not enrolled in post-high school education	748	648	790	706	505	644	578	742
►Total	1,425	1,313	1,425	1,313	1,258	1,344	1,258	1,344

*Estimates on information from colleges and high schools.

VIII. Financial Aid

	1980-81	1981-82	1982-83
Students applying: SAAC*	427	538	650**
Students applying: Other	910	945	1,010
Students receiving awards	712	731	818
►Total dollar amount received	\$517,000	\$511,000	\$520,000

*SAAC = Student Aid Application for California.

**Estimates on school records.

Student Affirmative Action and Outreach

The Equal Educational Opportunity Advisory Committee, an arm of the California Round Table on Educational Opportunities, is committed to provide students with services that will improve their achievement levels, encourage their pursuit of postsecondary education, and inform them about institutions and programs.

While the overall goal is to make available a full array of outreach services to all potential postsecondary students, the primary objective of this committee is to increase the number of ethnic minority and low-income students eligible for admission to four-year colleges and universities. Outreach programs can be categorized as developmental or informational.

Developmental programs seek to increase the academic aspirations and/or improve the academic preparation of students in either junior or senior high schools so that they can complete the necessary college preparatory courses. These same programs apply to students in two-year colleges so that these students can make the transition to four-year colleges after completing their educational objectives at the two-year institutions. Examples of some developmental programs are as follows:

- Academic enrichment programs
- Community college student transition programs
- Demonstration programs in reading and mathematics
- Mathematics, Engineering, and Science Achievement (MESA)
- University of California Early Outreach
- Upward bound projects

Informational programs provide awareness education about (1) financial assistance and postsecondary education alternatives; or (2) a specific college in order to facilitate a student's enrollment in that school. The following is a list of some of these programs:

- California student opportunity and access programs
- Educational opportunity centers
- State university core student affirmative action
- Talent search projects
- University immediate outreach

A description of the purpose and target group of each of these and other programs appears in the *Resource Directory of California Equal Educational Opportunity and Student Affirmative Action Programs*. This directory is published by the California Postsecondary Education Commission, 1020 12th Street, Sacramento, CA 95814.

Descriptions of four current student affirmative action and outreach programs are included to provide more specific information. The first, Advancement Via Individual Determination (AVID), provides tutoring in reading, writing, mathematics, and science skills to tenth through twelfth grade students identified as having college potential. The second, Mathematics, Engineering, and Science Achievement (MESA), founded and managed by the UC Berkeley School of Engineering, offers assistance to minority students preparing for careers in mathematics or science. The third, the Professional Development Program (PDP),

is a student affirmative action program that grew out of a perceived need to increase the enrollment of underrepresented students at the UC Berkeley campus. The last program described in this section, the Cooperative College Preparatory Program (CCPP), involves the combined efforts of the Oakland Unified School District and the University of California at Berkeley to strengthen students' skills in basic college preparatory mathematics classes.

Advancement Via Individual Determination

In cooperation with area colleges and universities in San Diego and the Student Opportunity and Access Programs (SOAP) Consortium, Clairemont High School, in September, 1980, began a pilot program called Advancement Via Individual Determination (AVID). The purpose of this program is to increase the number of minority and low-income students in grades ten, eleven, and twelve who continue their education, enabling them to assume leadership roles in the community. The students work under close supervision, both independently and in seminars, to make academic strides commensurate with college expectations of academic performance.

After students are identified as having college potential but specific academic or motivational weaknesses, they are invited to join the program. Program representatives interview both the students and their parents. If the students decide to enter the program, preassessment of their academic needs and individual counseling follows. Students are placed in an individualized educational program in reading, writing, mathematics, and science.

Area colleges and universities provide tutors who have completed a tutorial training program. The students are scheduled for one period each day with an English teacher and writing tutor for their English credit and another period each day with tutors in mathematics, science, and English. Because minority and low-income students often have low self-images, emphasis is placed on providing positive reinforcement through individual counseling. Ongoing home contact helps the students grow in responsibility and pride toward academic learning and community leadership. Involving the parents gives the students the encouragement needed as students develop confidence, interests, and skills in extending their education. Guest speakers from the community acquaint the students with the professional opportunities and responsibilities awaiting them.

As an integral part of the program, minicourses in note-taking, study skills, and test-taking techniques are taught by college staff on the Clairemont High School campus. Students receive extensive help in preparing for college entrance examinations. Field trips to colleges, where students are given access to the libraries and other facilities, provide the students with an understanding of the university community. In the students' senior year, after an agreement is reached among the students involved, their high school, and the appropriate University of California campus, these seniors will be given the opportunity to enroll in University of California courses on a university campus for university credit.

Mathematics, Engineering, and Science Achievement

The Mathematics, Engineering, and Science Achievement program (MESA) is designed to increase the numbers of underrepresented minorities in the mathematics, engineering, and physical science-related professions. Because such fields currently attract a particularly small percentage of blacks, Chicanos or Mexican-Americans, Puerto Ricans, and American Indians, California high school students from these minority backgrounds are the major target of this program. Through MESA's efforts, participating students receive the educational enrichment experiences and practical help they need to prepare for university-level programs in a variety of fields.

While MESA's scope is ambitious, the program's goals are down-to-earth. They include the following:

- Encouraging students from the target minority groups to acquire the educational background they need to major in mathematics, engineering, and the physical sciences at a university
- Promoting career awareness so that participating students may learn of opportunities in the mathematics and science-related professions early enough to prepare for them
- Ensuring that secondary schools, universities, industry, engineering societies, and others cooperate with MESA by offering volunteer time and other vital human and fiscal resources
- Striving to institutionalize the educational enrichment activities that prepare minority group students for engineering and other mathematics-based careers

Those who wish to learn more about MESA may contact:

MESA
Lawrence Hall of Science
University of California
Berkeley, CA 94720
(415) 642-5064

Professional Development Program

The Professional Development Program (PDP) operates only at the University of California at Berkeley. This program's purpose is to:

- Build a community of minority freshmen that is academically oriented and a source of peer support.
- Provide minority students with an extensive orientation to the university, and with ongoing academic advising.
- Provide minority freshmen with extensive and ongoing supplementary instruction.
- Monitor students' academic progress and adjustment to the university environment and advocate students' collective and individual interests.
- Link high school-level and undergraduate-level affirmative action efforts.

The overriding principle by which these five basic functions are implemented is through the mathematics workshop at the University of California at Berkeley. This workshop is a calculus-based, two-year sequence of freshman and sophomore-level mathematics courses.

The Cooperative College Preparatory Program

The Cooperative College Preparatory Program (CCPP) is a collaborative school-university program to improve mathematics instruction and to increase the enrollment of minority students in mathematics-based fields. The Cooperative College Preparatory Program is a long-range effort of the University of California, Berkeley, and the Oakland Unified School District to strengthen the district's secondary school mathematics programs and the district's capacity to prepare minority students for college. As part of a major district initiative to revitalize the Oakland schools, CCPP provides (1) in-service training and professional development for teachers, counselors, and administrators; (2) assistance and training for teachers, counselors, administrators, and parents in planning, implementing, and managing the educational change process; and (3) instructional support to help students make the transition to more rigorous courses taught to higher standards. These services are provided over a five-year period during which the numbers of students taking the college preparatory mathematics sequence through precalculus are gradually increased, and the capacity of the schools to maintain a strengthened mathematics program is developed.

CCPP was introduced in the summer of 1980 as a pilot project at Oakland's Castlemont High School and at two of the junior high schools whose students continue their education at Castlemont. This project was expanded in 1981-82 to include Fremont High School and all six junior high schools which send students to Castlemont and Fremont. A further expansion in 1982-83 included Oakland Technical High School and its two junior high schools. These schools represent 50 percent of the district's secondary schools.

CCPP provides a wide range of assistance in all areas of school operation according to the needs of particular schools. CCPP staff members work with teachers, counselors, and administrators on a daily basis at the school site to (1) strengthen curriculum and instruction in the college preparatory mathematics courses, grades seven through twelve; (2) develop methods of identifying talented students in grades six through nine; (3) improve management, counseling, and enrollment practices; (4) coordinate school programs; (5) provide instructional support for students in class and in study groups; (6) develop peer tutoring and peer counseling programs; and (7) develop methods for building and sustaining parent involvement. Assistance at individual schools is complemented by a school-university

institute during which school faculty and staff, district staff, parents, and university staff meet regularly to identify problems, plan solutions, and share information about successful practices. CCPP staff assist in the follow-up work required to implement plans formed at the institute at the school sites and assist teachers to introduce curriculum ideas and instructional techniques developed at the institute into particular classes.

CCPP currently involves 1,100 students, 63 teachers, 62 administrators and counselors, and 25 parents. Preliminary results indicate that the numbers and percent of students enrolled at each level of the college preparatory mathematics sequence through precalculus (in grades seven through twelve) have approximately doubled.

Major funding is provided by the University of California, Berkeley, and the San Francisco Foundation. Additional funding is provided by the Oakland public schools and the Bechtel Corporation.

The person to contact is: Louis Schell, Director of CCPP, Lawrence Hall of Science, University of California, Berkeley, CA 94720; telephone (415) 642-6280.



University of California Admission Requirements

This section provides those needing information about requirements for admission to the University of California with specific guidelines for enrollment preparation.

On June 18, 1982, the Regents of the University of California adopted the new freshman admission requirements, described below. The requirements, with one exception, are effective for freshman applicants to the fall term of 1986. Requirements for high school honors courses were effective for the fall term of 1982. (See "Scholarship Requirements.")

Subject Requirements

A student applying for admission as a freshman to the University of California must have completed a minimum of 16 units of high school work during grades nine through twelve. (A one-year course is equal to one unit; a one-semester course is equal to one-half unit.)

Fifteen of these required units must have been earned in academic or college preparatory courses, as specified and defined below. Also, at least seven of the 15 units must have been earned in courses taken during the last two years of high school.

Specific "a—f" course requirements

a. History: One unit

One year of United States history or one-half year of United States history and one-half year of civics or American government, taken in the ninth grade or later.

b. English: Four units

Four years of college preparatory English—composition and literature

(All English courses must require frequent and regular practice in writing expository prose compositions of some length. Also, not more than two semesters of ninth-grade English will be accepted for this requirement.)

c. Mathematics: Three units

Three years of mathematics—elementary algebra, geometry, and intermediate algebra

(Mathematics courses taken in grades seven and eight may be used to meet part of this requirement if they are accepted by the high school as equivalent to its own courses.)

d. Laboratory Science: One unit

A year course in one laboratory science, taken in the tenth grade or later

e. Foreign Language: Two units

Two years of one foreign language in courses that provide instruction in grammar, vocabulary, reading, and composition and that emphasize the development of aural and oral skills

(Foreign language courses taken in grades seven and eight may be used to meet this requirement if they are

accepted by the high school as equivalent to its own courses.)

f. College Preparatory Electives: Four units

Four units in addition to those required in sections "a" through "e" listed above, to be chosen from at least two of the following subject areas: history, English, advanced mathematics, laboratory science, foreign language, social science, and fine arts

(In general, elective courses should involve considerable reading and should aim to develop a student's analytical and reasoning ability and skill with written and oral exposition.)

Courses satisfying the "f" requirement

History and English. Elective courses that fit the general description in "f" above are acceptable.

Advanced mathematics: Trigonometry, linear algebra, precalculus (mathematical analysis), calculus, statistics, computer science, and similar courses are acceptable. Courses containing significant amounts of material from arithmetic or from shop, consumer, or business mathematics are not acceptable.

Laboratory science. Courses in the biological and physical sciences are acceptable.

Foreign language. Elective courses may be in either the same language used to satisfy the "e" requirement or in a second foreign language. If a second language is chosen, however, at least two years of work in that language must be completed.

Social science. Elective courses that fit the general description in "f" above are acceptable. In addition, these courses should serve as preparation for lower division work in social science at the university. Courses of an applied, service, or vocational nature are not acceptable.

Fine arts. Elective courses in fine arts should enable students to understand and appreciate artistic expression, and to talk and write with discrimination about the artistic material studied. Courses devoted to developing creative artistic ability and courses devoted to artistic performance are acceptable. Courses that are primarily recreational or are offered under physical education are not acceptable.

Scholarship Requirements

In calculating an applicant's grade-point average for admission, the university will use only the grades earned in the "a-f" courses (described previously) taken in grades ten through twelve. These grades are counted as follows: A = four points, B = three points, and C = two points.

1. An applicant must have earned a grade of C or better in all high school courses used to satisfy the "a"

through "e" requirements. The grades earned in these courses that are taken in grades ten through twelve will be used to compute the grade-point average for admission, *except that* the grades earned in the third year of mathematics required under "c" above (intermediate algebra) will be used only if they improve the applicant's grade-point average.

2. Two of the four units in elective courses used to satisfy the "f" requirement must be completed with a grade of C or better, and all four units must be accepted by the high school for graduation. The best grades earned in any two of these units taken in grades ten through twelve will be used in computing the applicant's grade-point average for admission.
3. The university's policy is to encourage students to take demanding, advanced academic courses in high school. Effective with the fall term of 1984, the grades earned in up to four units of work in courses that are: (1) certified by the high school as offered at an honors level; and (2) taken in the last two years of high school will be given extra weight in computing the grade-point average for admission. Grades in honors courses will be counted as follows: A = five points, B = four points, and C = three points.

To be counted, these grades must have been earned in honors courses in history, English, advanced mathematics, laboratory science, and foreign language. Courses in these subjects designed to prepare students for the Advanced Placement Examinations of the College Entrance Examination Board are examples of honors courses.

Note: In the context of this requirement, "certification" of honors courses is meant to be the process followed in the usual articulation agreements between high schools and the University of California. Also, this requirement pertains only to the grade-point averages used by the university for the admission of freshman applicants; it should not be interpreted as a recommendation either for or against high schools adopting a similar procedure.

Examination Requirements

The Board of Admissions and Relations with Schools made no recommendation for changes in the current examination requirement. All freshmen applicants must submit test scores *either* from the *Scholastic Aptitude Test (SAT)* (verbal and mathematics scores on this test must be from the same sitting) or from the *ACT Assessment Program (ACT)* (the composite score will be reported). Scores from three College Board Achievement Tests also must be submitted. These tests must include (a) English composition; (b) mathematics, level one or two; and (c) *one* test chosen from English literature, foreign languages, sciences, or social studies.

Publications Available from the Department of Education

This publication is one of approximately 500 that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Administration of the School District Budget (1983)	\$3.00
American Indian Education Handbook (1982)	3.50
Apprenticeship and the Blue Collar System: Putting Women on the Right Track (1982)	10.00
Arts for the Gifted and Talented, Grades 1-6 (1981)	2.75
Arts for the Handicapped Trainer's Manual (1982)	6.50
Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
California Private School Directory	9.00
California Public School Directory	12.50
Career/Vocational Assessment of Secondary Students with Exceptional Needs (1983)	4.00
Child Development Program Guidelines (1983)	3.75
College Core Curriculum: University and College Opportunities Program Guide (1983)	2.25
Computer Literacy of California's Sixth and Twelfth Grade Students (1984)	1.50
Curriculum Design for Parenthood Education (1982)	3.50
Guide for Vision Screening in California Public Schools (1984)	2.50
Handbook for Planning an Effective Mathematics Program (1982)	2.00
Handbook for Planning an Effective Reading Program (1983)	1.50
Handbook for Planning an Effective Writing Program (1983)	2.50
Handbook for Teaching Portuguese-Speaking Students (1983)	4.50
History—Social Science Framework for California Public Schools (1981)	2.25
Improving the Attractiveness of the K-12 Teaching Profession in California (1983)	3.25
Improving the Human Environment of Schools: Facilitation (1984)	5.50
Improving the Human Environment of Schools: Problems and Strategies (1979)	2.50
Improving Writing in California Schools: Problems and Solutions (1983)	2.00
Individual Learning Programs for Limited-English-Proficient Students (1984)	3.50
Instructional Materials Approved for Legal Compliance (1984)	6.00
Literature and Story Writing: A Guide for Teaching Gifted and Talented Children (1981)	2.75
Manual of First-Aid Practices for School Bus Drivers (1983)	1.75
Martin Luther King, Jr., 1929-1968 (1983)	3.25
Mathematics Framework and Addendum for California Public Schools (1984)	2.00
Physical Performance Test for California, 1982 Edition (1984)	1.50
Planning Vocational Home Economics Programs for Secondary Schools (1983)	2.75
Preschool Program Guidelines (1983)	2.70
Raising Expectations: Model Graduation Requirements (1983)	2.75
Reading Framework for California Public Schools (1980)	1.75
Resources in Health Career Programs for Teachers of Disadvantaged Students (1983)	6.00
School Attendance Improvement: A Blueprint for Action (1983)	2.75
Science Education for the 1980s (1982)	2.00
Science Framework for California Public Schools (1978)	1.65
Science Framework Addendum (1984)	3.00
Statement on Competencies in English and Mathematics Expected of Entering Freshmen (1982)	2.50
Studies on Immersion Education: A Collection for U.S. Educators (1984)	5.00
Techniques for Preventing the Spread of Infectious Diseases (1983)	1.50
Time and Learning in California Schools (1984)	1.50
Toward More Human Schools: Exemplary Efforts in Self-Concept, Human Values, Parenting, and School Climate (1981)	1.75
Trash Monster Environmental Education Kit (for grade six)	23.00
University and College Opportunities Handbook (1984)	3.25
Visual and Performing Arts Framework for California Public Schools (1982)	3.25
Wet 'n' Safe: Water and Boating Safety, Grades 4-6 (1983)	2.50
Wizard of Waste Environmental Education Kit (for grade three)	20.00

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802-0271

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department, including apprenticeship instructional materials, may be obtained by writing to the address listed above.

A list of approximately 100 diskettes and accompanying manuals, available to member districts of the California Computing Consortium, may also be obtained by writing to the same address.